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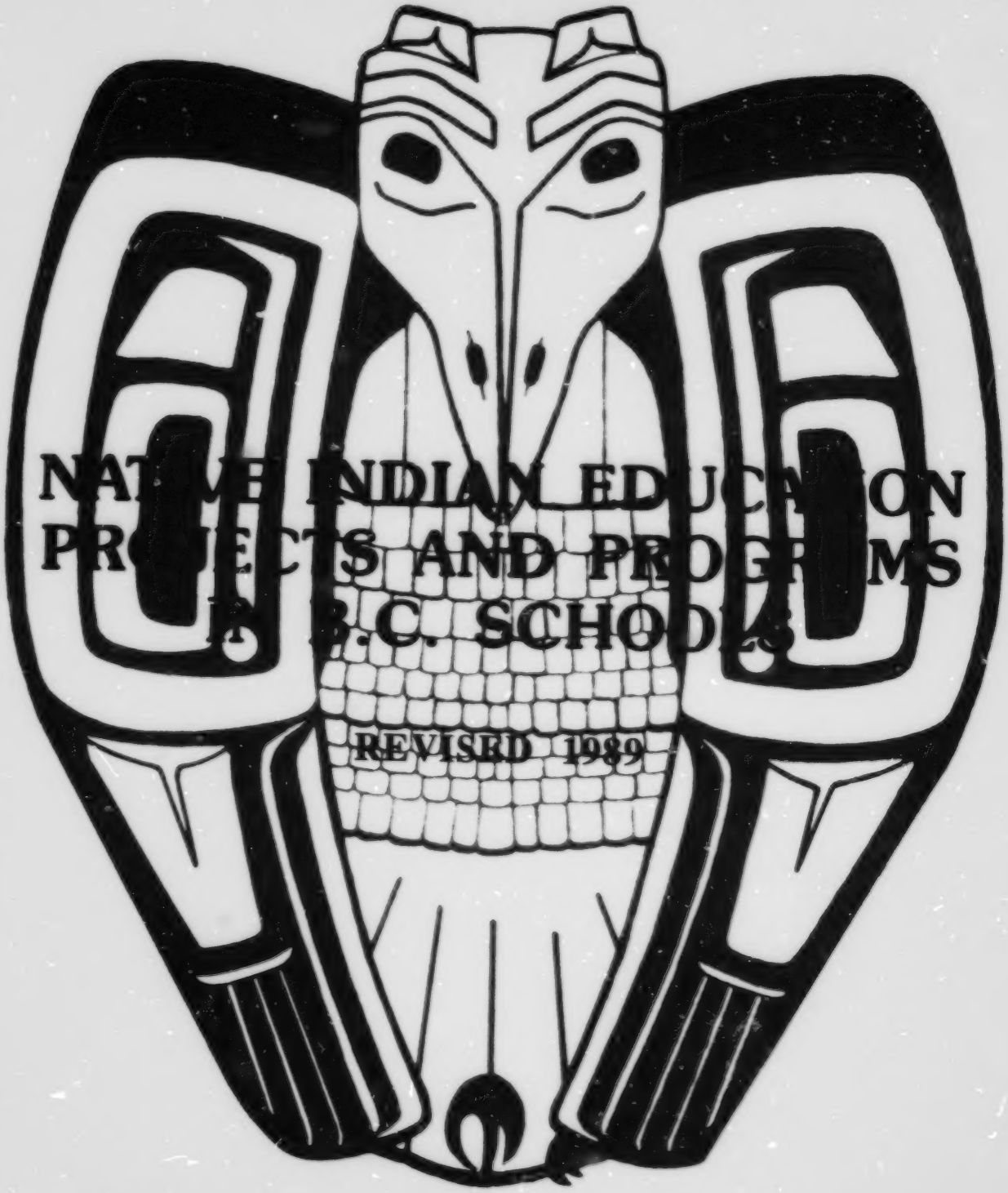

NATIVE INDIAN EDUCATION PROJECTS AND PROGRAMS IN B.C. SCHOOLS

REVISED 1989

MINISTRY OF EDUCATION

NATIVE INDIAN EDUCATION BRANCH

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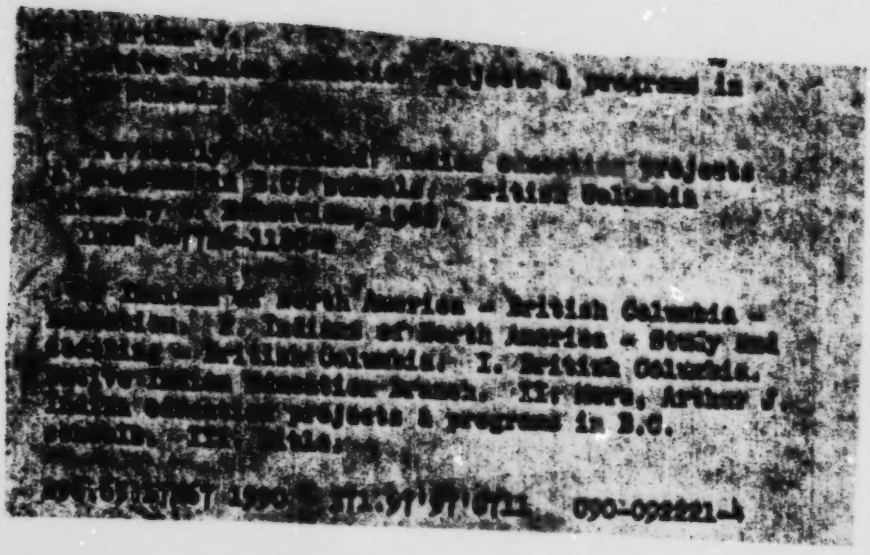

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NATIVE INDIAN EDUCATION PROJECTS & PROGRAMS IN B.C SCHOOLS

REVISED 1989

ARTHUR J. MORE, EDITOR

MINISTRY OF EDUCATION
NATIVE INDIAN EDUCATION BRANCH
VICTORIA, BRITISH COLUMBIA

This resource book was commissioned by the Ministry of Education, Native Indian Education Branch and prepared by Arthur J. More, Faculty of Education, University of British Columbia.

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1. Introduction

The Survey is a revision of earlier surveys completed in 1981, 1985, and 1988.

1.1. Goal of the Survey

The goal of the Survey is to compile a description of all Indian Education projects in B.C. schools from kindergarten through Grade 12. Attempts have been made to include all schools - provincial, Indian Band, federal, private and parochial.

The project and program descriptions are based on information provided by the people involved in the projects and programs. Wherever possible information is printed as received to retain the essence of the programs.

Since approximately 80% of Native Indian children, status and non-status, attend provincial schools, it is not surprising to find that a majority of the projects and programs are in provincial schools.

Many of the projects and programs are funded through the Native Indian Education funding process of the Provincial Ministry of Education. Many other projects are funded by the Department of Indian Affairs though Bands and Tribal Councils. Others are funded by school districts and funding agencies, as well as by Indian Bands from their own resources.

1.2. Functions of the Survey

The Survey serves a number of important functions including:

1. Providing school districts (particularly Indian education Coordinators and program personnel), Bands and Education Committees with:
   a. the opportunity to exchange ideas and information on Indian Education Projects,
   b. a basis of refinement and development of existing projects,
   c. a basis for developing new projects which build on the successes and avoid the failures of other projects.
2. Demonstrating the extent and variety of Indian education projects.
3. Providing government departments and Indian organizations with a basis for analyzing trends and discovering gaps in Indian Education projects in B.C.
4. Assisting in the search for ways of improving educational opportunities for Native Indian children.

1.3. Information Gathering

The project and program descriptions were gathered from the previous editions of the Survey supplemented by information from the Coordinator of Indian Education of the provincial Ministry of Education, Home School Coordinators, Indian Education Coordinators, and other lists and contacts. Each project received a request for information to be completed according to a standard format. When the information was received it was edited to give a greater consistency in format, but with as few changes as possible.

1.4. Adding Projects, or Updating and Correcting Information

Some projects were omitted inadvertently. Other projects were omitted because it was not possible to obtain sufficient information or confirm accuracy before press time. To those projects which were not included, apologies are rendered. Other project descriptions will need correcting or updating because of the time delay. Additions and corrections are welcome at any time.

Please send information to:

Native Indian Education Branch
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 1X4

2. HOW TO USE THIS SURVEY

2.1. *Organization of Project Descriptions*

The descriptions are grouped according to the *major Indian language/culture areas.* Within each area, projects are *listed alphabetically by community.*

The Table of Contents lists the descriptions in the same order.

2.2. *Keywords/Descriptors*

In many cases an individual or group is looking for information on a specific type of project, e.g., elementary Indian language programs, or secondary Academic Skills Development.

With this in mind, Keywords or Descriptors have been assigned to summarize the major components of each project or program. These Keywords appear immediately after each title, identified by this marker, ■, and they are printed in *italics.* This is the complete list of Keywords used in this survey:

Academic Skills Development
Alternative Program
Alternative School
Art
Assessment
Band Controlled
Community Education
Consultant
Coordinator
Counselling
Crafts
Curriculum
Day Care
Education Coordinator
Elementary
Environmental Education
Gifted
Group Homes
Health
Home School Coordinator
Indian Culture
Indian Education Committee
Indian Language
Indian Studies
Joint Project
Kindergarten
Language Arts
Liaison
Learning Assistance
Life Skills
Math
Middle School
Music
Peer Counselling
Personal Development
Post-Secondary
Pre-School
Primary
Professional Development
Readiness
Research
Resource Centre
Secondary
Self-Esteem
Social Studies
Teacher Aide
Teaching Assistant
Teaching Strategies
Tutor

2.3. "For Further Information Contact:"

One limitation of this type of survey is that the information on any one project is minimal. The name, address, and phone number of a contact for further information is provided. This contact is usually the individual who operates the project or is administratively responsible for it.

INDIANS OF B.C. - CULTURAL GROUPS

Ethnic Division	Language	Dialect
Haida	Haida	1. Masset 2. Skidegate
Tsimshian	Tsimshian	3. Tsimshian 4. Gitksan 5. Niska
Kwakiutl	Kwakiutl	6. Haisla 7. Heiltsuk 8. Southern Kwakiutl
Nootka	Nootka	9. Northern Nootka 10. Southern Nootka
Bella Coola	11. Bella Coola	
Coast Salish	12. Comox 13. Pentlatch (extinct) 14. Sechelt 15. Squamish 16. Halkomelem 17. Straits Salish	
Interior Salish	18. Thompson 19. Lillooet 20. Shuswap Okanagon	21. Okanagan 22. Lakes (extinct in Canada)
Kootenay	23. Kootenay	
Athapaskan	25. Chilcotin 26. Carrier 27. Sekani 28. Tahltan 29. Kaska 30. Slave 31. Beaver 32. Tsetsaut (extinct) 33. Nicola (extinct)	
Inland Tlingit	34. Tlingit	

ATHAPASKAN

Beaded leather pouch

Courtesy of the Royal British Columbia Museum

4.1. School District #27 (Cariboo-Chilcotin), Alexis Creek

Native Teaching Assistants

- *Teacher Aide, Indian Culture, Indian Language, Elementary*

Native Teaching Assistants are working in: Alexis Creek Elementary; Marie Sharpe Elementary; Anahim Lake Elementary/Secondary; Naghtanaqed Elementary/Secondary; Puntzi Mountain Elementary/Secondary; Crescent Heights Elementary; Dog Creek Elementary; Riske Creek Elementary; Wildwood Elementary; Glendale Elementary. These are the Chilcotin, Carrier and Shuswap areas of the school district. A detailed description of the position for all schools in School District #27 is given under Interior Shuswap, School District #27, Williams Lake.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

4.2. Anahim Lake Band, Anahim Lake

Anahim Lake Education Programs

- *Band Controlled, Indian Language, Home School Coordinator, Pre-School, Elementary, Secondary*

Pre-School Program

The Pre-School program is funded by the Department of Indian Affairs and administered by the Band. This program began in September 1981 and employs one Pre-School teacher. It is expected that the project will increase its curriculum activities and gradually expand into the elementary school system.

Adult Basic Education

This is a Level 3 upgrading program funded and operated by Canada Manpower and Cariboo College of Williams Lake. The Band provides classroom facilities. The project is designed to upgrade the educational level of the adults living on the reserve, which thus enables those people to pursue their interests in trades or careers.

Home School Coordinator

This has been a full-time position funded by the Department of Indian Affairs and administered by the Band since 1980. The Home School Coordinator is responsible for approximately 140 students enrolled in kindergarten through to Grade 12, and post-secondary students residing in Williams Lake, Prince George or Kamloops. The HSC acts as a liaison between students, parents and teachers, keeps an updated file for each student, assists with the Carrier Language, and Adult Education programs, makes

regular visits with the boarding home parents and attends out of town education meetings.

Appendix A contains more detailed information on the Home School Coordinator role.

For further information contact: Home School Coordinator, Anahim Lake, B.C. V0L 1C0. Ph: 742-3260.

4.3. School District #27 (Cariboo-Chilcotin), Anahim Lake

Carrier Language Program

- *Indian Language, Elementary, Secondary*

The District serves only one Carrier community and the Anahim Lake School offers a Carrier Language Program. One instructor is employed by the Ulkatcho Indian Band. Students are taught Carrier language for 20 minutes per day or 100 minutes per week. The program serves approximately 100 Native and non-Native children. The District employs two aides who also teach the Carrier Language.

At the primary level the objectives are:
- to stimulate oral fluency for those children who have a basic vocabulary
- to develop a basic vocabulary for the non-speakers
- to make children more familiar with the Carrier language
- to develop greater self-confidence in the Carrier children in the school system.

The manual "Teaching Yukon Indian Languages" and the Peabody Language Development Kits are being used as the basis for an oral CarrierLanguage Program. Evaluation is done through auditory comprehension tests and anecdotal notes on each student are kept by the instructor.

For grades 4–12 the objectives are:
- to develop more specific descriptive ability
- to introduce Carrier literacy and to bring the fluent speakers to fully independent literacy ability
- and to maintain a sense of place for the Carrier student in the school system.

The program makes use of excellent materials that were originally developed in Fort St. James and that have been adapted by the Ulkatcho Band:
- the southern Carrier primer and workbooks #1 and #2
- the teacher's guide for non-speakers of Carrier
- and the teacher's guide for fluent speakers of Carrier.

Various teacher prepared materials are utilized also. The testing component of the Carrier Linguistic Committees Program is in use.

Because the pupils' fluency in Carrier language is decreasing, the program is moving towards being a Second Language Program from a first language preservation program.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

4.4. School District #27 (Cariboo-Chilcotin), Anahim Lake

Native Teaching Assistants

- *Teacher Aide, Indian Culture, Indian Language, Elementary, Secondary*

A Native Teaching Assistant is provided at Anahim Lake elementary, as well as in the Chilcotin and Shuswap areas of the school district. A detailed description of the position for all schools in School District #27 is given under Interior Shuswap, School District #27, Williams Lake.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

4.5. School District #55, Burns Lake

Native Basic Skills

- *Academic Skills Development, Language Arts, Indian Culture, Elementary*

Goals of the Project

The goal of this project is to enable Native students to acquire basic academic skills in order to remain, and make progress, in the regular elementary school program.

Description of the Project

These are intermediate intervention programs designed to assist students to remain in the academic mainstream. Teachers (0.9 FTE) are employed through Indian Education funding from the Ministry of Education.

Basic academic skill development in language arts and math are emphasized. Some work is done in Native art and culture in conjunction with Native Elders and/or the Native Education counsellor.

Administration and evaluation of the program is the joint responsibility of teachers, individual school principals and the Director of Instruction.

For further information contact: Mr. John Barth, Director of Instruction, School District #55, P.O. Box 2000, Burns Lake, B.C. V0J 1E0. Ph: 692-7141.

4.6. School District #55, Burns Lake

Teacher-Linguist/Native Language Program

- *Indian Language, Indian Culture, Language Arts, Curriculum, Elementary*

The goal of this project is to enhance the oral language skills of Northern and Native (Yinka Dene) primary school and preschool children and to produce material that could be used in bilingual classroom settings.

Description of the Project

Between 1983 and 1985, two former School District #55 staff members, Malerie Burton and Ross Hoffman, developed a reading readiness and language development curriculum, "Readiness for Northern Children". This material is designed primarily for use in Pre-School, kindergarten and early primary grades. It is intended to be used to promote the oral language development of Native and Northern children.

There are five curriculum components:

1. Readiness for Northern Children: School English: lists eight oral language functions which students must master and suggests methods to promote mastery.
2. Readiness for Northern Children: The Workbook Series: This series consists of four 15–30 page workbooks covering colours, numbers, shapes and the alphabet. They can be used in class or at home with parents and utilize culturally relevant illustrations and examples. The illustrations are designed to be coloured by the children.
3. Flannel Board Stories for Northern Children: This set consists of two 30-page books illustrated with line-drawings suitable for use as templates for producing felt characters for flannel-board stories. There are three English translations of traditional Carrier legends and two original stories set in a Northern environment but using characters from the Ginn 720 readers.
4. Reading Readiness for Northern Children: Teacher's Manual: This 225 page book contains both oral language exercises and early printing exercises. This book is designed to provide a year's worth of readiness exercises in language arts skills (decoding, comprehension, speaking, and listening). It is significant in that the exercises are built around Northern and Native themes.
5. School English: A Language Development Program for Carrier Children: This 500 page book contains 200 oral language lessons based on familiar northern or Native themes. Although the book is in written in English, each 20 to 30 minute lesson could be taught in either English or a Native language.

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This material is available from School District #55 for the cost of copying and mailing ($.05/page plus postage).

For further information contact: John Barth, Director of Instruction, School District #55, P.O. Box 2000, Burns Lake, B.C. V0J 1E0. Ph: 692-7141.

4.7. School District #55, Burns Lake

Home School Coordinators

- *Home School Coordinator, Elementary, Secondary*

The goals of the project are:
1. To keep up-to-date data on Native students enrolled in district schools
2. To facilitate prompt and frequent communication between teachers and Native parents
3. To monitor the attendance and progress of Native pupils

The Home School Coordinator is expected to maintain records of Native students, assemble and disseminate information for incoming and outgoing students; assist with programming at the secondary level; maintain records on Native student enrolment in courses and timetables; and assist in completion of DIA nominal roll.

The Home School Coordinator is expected to discuss with teachers and be aware of the progress of all Native students; to communicate, if possible in person, with the student's parents on both accomplishments attained and difficulties faced by the student; and to provide parents with samples of student work and discuss it with them.

The Home School Coordinator discusses with parents any problems regarding student attendance and brings in school staff and Native Education Counsellor, should a student display serious or recurrant tardiness, truancy or academic failure.

The Home School Coordinator ensures that families on the reserve are aware of school events and the staff at the school are aware of cultural events on the reserve.

For further information contact: John Barth, Director of Instruction, School District #55, P.O. Box 2000, Burns Lake, B.C. V0J 1E0. Ph: 692-7141.

4.8. School District #55, Burns Lake

Native Education Counsellor

- *Counselling, Elementary, Secondary*

The goals of this project are to employ a local Native (Yinka Dene) person to provide the school district with counselling and curriculum development support and to provide a liaison with local and regional Native Bands and Tribal Councils.

The Native Education Counsellor visits classrooms, and observes and talks to students. The counsellor educates teachers on personal and cultural aspects of the students life which may affect schoolwork, counsels 'at-risk' students and alerts parents on ways to improve their child's school performance.

The counsellor also participates in the development of Native curriculum projects, accesses resource people who can aid teachers, organizes special events which enhance Native awareness and generates and proposes ideas for additional Native curriculum projects.

The counsellor gathers information informally from students, parents and Native Advisory Committees to form a sense of how members of the Native community view the Native Education Program and to gather their opinions on how to make the program more effective and meaningful. This process leads to a more formal evaluation and participation in an advisory capacity in District and school based evaluations of Native programs.

The Native Education Counsellor also acts as a liaison between the school district and the local Native Education Advisory Committees and the Carrier Sekani Tribal Council and publicizes the efforts and successes in Native education to the community.

For further information contact: Ms Susie Tress, Native Education Counsellor, Wm. Konkin Elementary School, Burns Lake, B.C. V0J 1E0. Ph: 692-3146.

4.9. School District #55, Burns Lake

Native Education Teacher Aide

- *Teacher Aide, Elementary*

The goal of this project is to provide daily support to Native pupils at the elementary school level and to enable them to remain in and be successful in regular intermediate classrooms.

The role of the Native Education Teacher Aide is to:
1. monitor and mark academic work

2. help students stay on task by providing immediate reinforcement for on-task behaviours
3. ensure students understand instructions
4. help with reading comprehension
5. read to students from core subject textbooks
6. assist students in taking tests
7. provide a liaison between teachers, students, counsellors and school administrators
8. provide general support to students and teachers

For further information contact: Mr. John Barth, Director of Instruction, School District #55, P.O. Box 2000, Burns Lake, V0J 1E0. Ph: 692-7141.

4.10. School District #55, Burns Lake

Native Studies

- *Curriculum, Indian Culture, Secondary, Self-Esteem*

The goal of this program is to offer a credit course in local, regional and national aspects of Native history and culture for students at the Grade 9/10 level and to provide a focus for further development of local Native curriculum materials.

The Native studies course is designed primarily for native students to help build self-esteem and to develop a positive awareness of being Native. The curriculum examines Native/non-Native interaction from a Native perspective, as well as contemporary issues in Native society. Whenever possible, local Native culture and history will be introduced by members of the community.

For further information contact: The Principal, Lakes District Secondary School, P.O. Box 3000, Burns Lake, B.C. V0J 1E0. Ph: 692-7733.

4.11. School District #59 (Peace River South), Chetwynd

Native Education, Windrem Elementary

- *Learning Assistance, Language Arts, Elementary*

Students with unique interests, abilities and backgrounds, such as many of the Native students, require assistance to develop processes of language and concept development. Through a combination of "pull out", and working with the regular teacher, the L.A. teacher and auxilliary support staff help to enrich the Native students' language. The children's language is used as a starting point and their experiences are enriched through literature. Also, the students can help and learn from each other. Skills are taught as strategies for learning in the context of the children's talking, writing and speaking. It is a wholistic and experience related approach.

For further information contact: Terry Sankey, Principal, Windrem Elementary School, P.O. Box 210, Chetwynd, B.C. V0C 1J0. Ph: 788–2528.

4.12. School District #59 (Peace River South), Chetwynd

Chetwynd Alternate School

- *Alternative Program, Teacher Aide, Liaison, Secondary*

The goal of the project is to provide an educational alternate to Native Indian students in the Chetwynd area.

The project:

- provides an alternative education program for those students who have for two more years demonstrated an inability to cope or progress in a regular educational program but have the potential to succeed educationally.
- offers an opportunity to obtain Grade 10 equivalent standing which will allow the student to re–enter the regular secondary educational system or to be eligible for entry into the vocational training programs and/or the work force.
- provides students with an individual educational program through students' contracts established for academic work social acceptance and emotional growth.
- has a strong outdoor educational component involved in its basic program.

A unique aspect of the project is a strong Outdoor Education component.

For further information contact: Mr. Ian Campbell, Principal, Chetwynd Secondary School, P. O. Box 447, Chetwynd, B.C. VOC 1J0. Ph: 788–2267.

4.13. School District #39, Chetwynd

Chetwynd Secondary Native Enhancement Program

- *Home School Coordinator, Teacher Aide, Secondary*

The goal of the project is to have students of Indian background reach their full potential academically, socially and economically.

One in–school Indian Education Coordinator and a Native Indian Para-Educator:

- to monitor and reward the success of students in all classes or to assist when students are having difficulties in certain areas;
- to investigate the causes for extended periods of absences then to attempt to solve by using the necessary resources;
- to contact and make home visits to offer advice and encouragement to parents;
- to assist the administration and regular counsellor in dealing with Indian students who have academic or behavioral problems;
- to contact Indian organizations such as the local Bands, the Friendship Society,

and NITEP to promote the Cree language, identity and culture and to also make students aware of programs that are available to them;
- to promote the career counselling for native students; and
- to set up inservice programs that deal with learning styles for teachers.

The Native Para-Professional Education worker will complement these objectives by:
- providing a service to Native students within the classroom who need extra assistance as decided upon by the Indian Education Coordinator and the Learning Assistance teacher;
- providing tutoring service after school and in the evenings;
- communicating with parents to set up study routines at home, etc.;
- communicating with teachers so that the appropriate resources could be organized to aid the student in question;
- providing the necessary support to make up for missed time.

There are future plans for Social Studies, 9, 10 and 11 to include a unit called Native Pride. A unique aspect of the project is a unit in Social Studies 8 called Native Pride.

For further information contact: Mr. Ian Campbell, Principal, Chetwynd Secondary School, P. O. Box 447, Chetwynd, B.C. VOC 1J0. Ph: 788-2267.

4.14. School District #27 (Cariboo-Chilcotin), Chilcotin

Chilcotin Language Program

- *Indian Language, Indian Studies, Elementary, Secondary*

Chilcotin Language

There are five Chilcotin speaking communities within the District: Riske Creek, Stone, Nemiah Valley, Anahim Reserve and Redstone. (Elementary students from Stone and Anahim attend federal schools, both of which have a Chilcotin Language Program at this time). Nemiah Valley and Redstone (Puntzi Mountain Elementary) have K-9 programs. Some Chilcotin students come to school speaking Chilcotin but the children in the Riske Creek area are less fluent speakers. As a result, at Riske Creek, the Chilcotin Language Program, offered from grades 3-7, is more of a Second Language Program. In the other schools the Language Program is akin to the English language program for a Native speaker of English, e.g., to develop skills in speaking, listening, reading and writing.

At the elementary level, instruction is done by Native teaching assistants funded by Indian Education, Ministry of Education. The program serves 41 children at Nemiah Valley Elementary school and approximately 60 children at Puntzi Mountain Elementary. One hundred minutes per week of instruction is given. It has not been offered at Riske Creek for some time due to not finding a language teacher.

For the primary children the objectives are:
- to stimulate oral language and verbal fluency and therefore enhance school

progress,
- to develop beginning awareness of the nature of bilingualism in children whose first language is Chilcotin, and
- to develop references in the Chilcotin language to which children can relate the English that they are acquiring as a second language.

This oral program makes use of the manual for "Teaching Yukon Indian Languages" as well as the Peabody language development kits. These are Language Programs that can be adapted directly to Chilcotin. The "Teaching Yukon Indian Languages" is particularly popular and easy to use. The kits are currently in both schools. The use of the Peabody materials does not in any way detract from their parallel use in English. Students use of full sentence responses and specific oral descriptive detail is evaluated from time to time with a skills checklist. The bilingual syntax measure in a Chilcotin translation is administered once a year. Extensive materials in the Chilcotin language have been prepared by the Chilcotin Language Committee.

At the intermediate level the objectives are:
- to develop basic reading and writing skills in the Chilcotin language
- to develop a basic understanding of the phonetic makeup of the Chilcotin language and its differences from and similarities to English
- to develop a basic understanding of the syntactical makeup of the Chilcotin language and its differences from and similarities to English, and
- to be able to do simple free translation from Chilcotin to English.

Texts and resources include a series of five Chilcotin readers and workbooks and accompanying teacher's guides developed by Maria Myers. There are various supplementary reading materials in Chilcotin and language master card readers with a format for use with Chilcotin language.

Teacher prepared tests are administered on a monthly basis to evaluate student progress and to identify areas for re-teaching. The results of this testing are being compiled so that in time the tests can become standardized.

Chilcotin Studies 8,9 and 10

Chilcotin Studies 8, 9 and 10 is offered at the junior secondary level to 21 students at Williams Lake Junior Secondary School, to 10–15 students at Nemiah Valley Rural Secondary and at Puntzi Mountain Elementary/Secondary. Approximately 100 hours of instruction is given as an elective course. The objectives of the course are as follows:
- to develop independent reading skills in Chilcotin
- to extend students' free translation skills and to introduce literal translation
- to increase students' appreciation of the unique qualities of the Chilcotin language and its place among the Athabaskan languages of North America
- to students' understanding of the lifestyle of the Chilcotin people in pre-contact times, and
- to give the Chilcotin speaking student a sense of continuity and place in the secondary school as these are the first experience as an ethnic minority in the school system (for most of these students).

Texts and resources include:

- Chilcotin readers and workbooks by Maria Myers
- a teacher's guide to Chilcotin literacy by Bella Alphonse
- a Chilcotin language source book, School District #27
- Cultural relations of the Chilcotin Indians by Lane
- an extensive collection of Chilcotin language tapes
- Chilcotin-Carrier, a multimedia resource kit
- students' experiential knowledge.

Evaluation is done by teacher-prepared tests which are administered on a regular basis to monitor student progress and to identify areas for re-teaching. These are standardized for both Williams Lake Junior Secondary and Nemiah Valley Rural Secondary. The course is regularly observed by the Coordinator of Indian Education.

The Williams Lake Junior Secondary program is taught by the Native Support Worker. The Nemiah Valley Rural Secondary program is taught by the Native teaching assistant as is the Puntzi Mountain program.

Chilcotin Studies 11

Chilcotin Studies 11 is offered to about 10–15 students at Columneetz Secondary school. It is a yearly offering. It is a full course of approximately 100 hours and is recognized by UBC as fulfilling the Modern Language requirement for university entrance.

The objectives of this course are:

- to develop total fluency in literal and free translation skills including cross-cultural expression of thought and concepts
- to extend awareness of Chilcotin and its place in the Athabaskan language family
- to develop a full appreciation of the oral histories and traditions of the Chilcotin people, and
- to explore aspects of cultural change on the Chilcotin people.
- to develop an awareness of contemporary issues and their effect on the Chilcotin people.

Texts and resources include:

- Chilcotin stories transcribed by June Williams.
- The Athabaskans: Strangers of the North
- Cultural Relations of the Chilcotin Indians of West Central British Columbia by Lane
- Traditions of the Chilcotin Indians by Farrand
- Notes on the Western Dene by Morice
- a Chilcotin language source book
- an extensive collection of Chilcotin language tapes.

Evaluation is be conducted by teacher prepared tests which are administered on a regular basis to evaluate student progress and to identify areas for re-teaching.

The course is taught by the Williams Lake Junior Secondary Chilcotin Studies teacher, and the Columneetza Native Career and Course Counsellor.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Ave., Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

4.15. School District #59 (Peace River South), Dawson Creek/Chetwynd

District Native Education Helping Teacher

- *Learning Assistance, Consultant, Elementary, Secondary*

The goal is to act as a resource to improve educational opportunities of Native Indian students who are at risk in the school setting due to language or learning disabilities.

The roles of the Helping Teacher include:
- effecting an awareness of the importance of Native Learning Styles in presentation of remedial materials by Learning Assistants and programming for severe learning disabled students;
- providing information on adapting curriculum to encompass the needs of Native students;
- encouraging classroom teacher, Learning Assistants and Severe Learning Disabled teachers to use materials which will develop formal language patterns and foster pride in being a Native Canadian;
- providing information to teachers and parents regarding the formal Language Development process in Native students;
- developing cooperative learning units involving Native Education;
- demonstrating lessons with the Whole Language using Native Indian themes;
- acting as a mentor for the Native Indian Support service worker.

For further information contact: Mrs. Zo Jonasen, O'Brien Educational Centre, 929-106th Avenue, Dawson Creek, B.C. V1G 2N9. Ph: 782-3855.

4.16. School District #59 (Peace River South), Dawson Creek

Nawican Alternative Educational Program

- *Alternative School, Academic Skills Development, Life Skills, Indian Studies, Secondary*

The goals of the project:
- to provide a secondary alternative education program to Native Indian students; and
- to provide alternative educational avenues to Native Indian students in the Dawson Creek area.

This program provides an alternative education program for those students who have for two or more years demonstrated an inability to cope or progress in a regular

educational program but have the potential to succeed educationally.

This program offers an opportunity to obtain a Grade 10, 11 or 12 equivalent standing which will allow the student to re-enter the regular secondary educational system or to be eligible for entry into the vocational training programs and/or the work force.

Although this is not a closed program it is designed with a native prospectus to life and learning. This program deals with the student's self concept in relation to his or her environment, reinforcing student pride through academic achievement, social acceptance and cultural awareness.

Future plans are to include this project in the Dr. H. J. O'Brien Educational Centre as a component of a Secondary Alternate Program.

For further information contact: Mr. Pat O'Reilly, Principal, O'Brien Educational Centre, 929-106th Ave., Dawson Creek, B.C. V1G 2N9. Ph: 782-3855.

4.17. School District #59 (Peace River South), Dawson Creek

Pouce Coupe Head Start Program

- *Academic Skills Development, Self-Esteem, Elementary*

The goal of the project is to provide experiences which will equip Native Indian and Metis students with the necessary academic skills, develop positive self-images and honor and do justice to their history and culture.

The project is a morning only program for selected students within the school. The students return to the regular class setting for the afternoon. This program has:

- personal delivery style (to address learning styles)
- flexible classroom layout
- excellent teacher/student rapport
- parent involvement
- modelling by staff and peers
- emphasis on hands on materials
- cooperative team learning
- "buddy" system
- computer literacy

For further information contact: Mrs. Sharon Miller, Principal, Pouce Coupe Elementary School, P. O. Box 7, Pouce Coupe, B.C. VOC 2CO. Ph: 786-5314.

4.18. School District #59 (Peace River South), Dawson Creek

Urban Native Indian Support Program

- *Language Arts, Learning Assistance, Elementary*

The goals of the project are:

- to provide additional support to Native Indian students in regular school settings; and
- to assist Native Indian students to improve their language development in the primary grades.

In identified schools in the urban settings additional support in the form of on-site learning assistance, recognition of learning styles, counselling and para-professional support.

For language development the students own language will serve as the starting point for the language arts. Whole language with Native Indian themes will be developed and actively encouraged in the classroom. Parent involvement is recognized as a key component with additional emphasis on parent/school cooperation.

Future plans include an external assessment of this program in all of the schools.

Unique aspects of the program are a recognition of Native Indian learning styles and a cooperative approach to matching learning styles to the learner.

For further information contact: Mrs. Zo Jonasen, O'Brien Educational Centre, 929–106th Avenue, Dawson Creek, B.C. V1G 2N9. Ph: 782-3855.

4.19. School District #87 (Stikine), Dease Lake

Indian Education Programs

- *Indian Language, Indian Studies, Teacher Aide, Elementary, Secondary*

School District #87 (Stikine) contains six schools:

Dease Lake Elementary
Snowridge Elementary
Lower Post Elementary
Atlin Elementary/Junior Secondary
Telegraph Creek Elementary/Junior Secondary
Cassiar Senior Secondary.

These schools enroll populations of Indian students, drawn from three tribal groups (Tahltan, Tlingit, and Kaska), which vary from few Natives at Snowridge to almost 100% Native students at Lower Post. Consequently, implementation of Indian education programs also varies from school to school.

However, when schools, Bands and surrounding communities show an initiative to implement a program, the school district readily supplies resource materials. Among the programs extant in School District #87 are:

- Native Language Instruction available at most schools in the district. Five part-time Native resource persons provide instruction in the three dialects (Tahltan, Tlingit and Kaska) in the appropriate schools. The most intensive Language Program is offered at Telegraph Creek by the only full-time language instructor.
- Northern and Native Studies which deals primarily with culturally and environmentally relevant life skills training, arts and crafts. The most intensive Northern and Native Studies program is offered at Lower Post.
- Native Aides, of which there are three, offer support, learning assistance, and home/school liaison. They are primarily employed in the Telegraph Creek area.

For further information contact: School District #87 (Stikine), P. O. Box 190, Cassiar, B.C. V0C 1E0. Ph: 778-7758.

4.20. School District #87 (Stikine)

Native Indian Education Policy

- *Curriculum, Professional Development*

In 1989, a district Native Indian Education Policy was developed and adopted by the School Board of Trustees.

As a result, direction has been given for the compilation and development of information, teaching materials and units based on the various tribes residing in the District. Major emphasis is placed on the Tahltan, Tlingit and Dene/Kaska cultures.

Also, a professional development for educational staff will be addressed in the form of teacher in-service workshops, reference materials, etc., emphasizing learning styles, teaching strategies and materials. Cultural awareness is stressed.

For further information contact: Judith Knapp, Director of Curriculum and Instruction, Native Education Coordinator, School District #87 (Stikine), Box 190, Cassiar, B.C. VOC 1EO. Ph: 778-7758; or Mr. David Rattray, Native Consultant, Principal, Tahltan School, Telegraph Creek, B.C. VOJ 2WO. Ph: 235-3441.

4.21. School District #87 (Stikine), Cassiar

Cassiar Secondary School

- *Art, Crafts, Secondary*

(A high school special education project – cultural, aesthetic, emotional and intellectual development.)

In 1987-88, the secondary special education class, under the direction of Mrs. Iris Trask and Native instructor, Mr. Clairy Poitras, completed a totem pole. The project combined the historical, cultural and physical aspects of the origin and development of totem poles. The project's outcomes were incredible and far reaching for all students and the surrounding communities.

A video of the project, from its conception to the tree cutting ceremony, to the totem raising celebration has been developed to record these events.

For further information contact: Judith Knapp, Director of Curriculum and Instruction, School District #87 (Stikine), Box 190, Cassiar, B.C. VOC 1EO. Ph: 778-7758.

4.22. School District #87 (Stikine), Dease Lake

Dease Lake Elementary/Junior Secondary School

- *Language/Cultural, Curriculum, Primary*

A Tahltan Language/Cultural program will be implemented in September, 1989 for K-2 students at Dease Lake Elementary/Junior Secondary School. This program, conducted by a Native instructor, is comprised of two parts: one hour per week of student instruction and two hours per week devoted to resource and curriculum development.

Both the local Band and the School Advisory Committee are actively supportive of this endeavour.

For further information contact: Principal, Dease Lake Elementary/Junior Secondary School, Dease Lake, B.C. VOC 1LO. Ph: 771-4321.

4.23. Fort Babine Indian Band, Fort Babine

Fort Babine School

- *Band Controlled, Elementary, Secondary*

The Fort Babine Education Committee has been incorporated and functioning since April, 1983. This is a Band Controlled school with grades from K to 12. The high school section (grades 8–12) is taught through correspondence. There are two teachers, and two teacher aides for assisting the pupils with correspondence courses. There is also a Pre-School teacher. The correspondence program has been very successfull in bringing the young adults back to school; many had dropped out of school at the end of grade seven. Prior to the formation of this school the children all attended boarding school.

For further information contact: Fort Babine School, P.O. Box 1089, Smithers, B.C. VOJ 2NO.

4.24. School District #81, Fort Nelson

Native Crafts

- *Crafts, Elementary*

The goal of this project is for both Indian and non-Indian students to perceive that Indian cultures are important. This is accomplished by teaching Native crafts to all students and integrating Native crafts into the curriculum.

The Native crafts program is used in every class within the school. Grade level curriculum objectives are used. The Cultural Demonstrator in charge of the program works in cooperation with the classroom teacher. Some classes are taught with the full class, while others are taught to small groups from the class.

The program has evolved from beading to Native crafts. It is hoped that the program will continue to grow into a more formalized structured curriculum. Teacher, Demonstrator and Administrator discussions form the basis for evaluation.

For further information contact: Mr. I.B. Graham, Principal, R.L. Angus School, P.O. Bag 750, Fort Nelson, B.C. V0C 1R0. Ph: 774–2738.

4.25. School District #81, Fort Nelson

Slave Language Programs

- *Indian Language, Indian Culture, Elementary*

R.L. Angus School

The goals of the Slave Language project in this school are to have Slave and non-Slave students learn the value of the language, thereby promoting tolerance and understanding of the language and to offer a third language in the school.

Eighteen students participate in this program. It is taught to both Native and non-Native students in grade four.

The Slave Language is not written so it is taught primarily by visual materials. Instructional activities are in a weekly format in English. It is hoped that the materials can someday be translated by a linguist and packaged for future instructors in this program.

Not only are the students introduced to the language of the local Native people, they are also taught to understand the different lifestyle and traditions of the Slave people in this area.

For further information contact: Mr. I.B. Graham, Principal, R.L. Angus School, P.O. Bag 750, Fort Nelson, B.C. V0C 1R0. Ph: 774-2738.

4.26. Fort Nelson Indian Band, Fort Nelson

Chalo School

- *Band Controlled, Pre-School, Kindergarten, Elementary, Indian Language*

Chalo School is a Band Controlled School offering classes from Junior Kindergarten to Grade 4. It also offers a secondary program based on the Provincial curriculum aimed at drop-out recovery and retention. Cultural activities are incorporated into the curriculum whenever possible to make it more relevant to those enrolled.

The school has 5 full-time certified teachers and 3 para-professional/cultural demonstrators. Crafts taught include beading and moccassin-making from hides tanned on the reserve.

Future plans include a joint effort between the Band's Board of Education and the Health and Social Development Committee which will allow for the staging of seasonal 'Cultural Days' during the school year. The focus will be on cultural skills and background, with community members acting as instructors and instruction being given

in Slavey and Cree wherever possible. As part of the program, students will be transported to working traplines and hunting and fishing camps. All community members will be encourgaged to participate.

In addition, the combined use of computer and communications technology is being investigated to permit the enhancement of program delivery at the secondary level.

For further information contact: Mike Gilbert, Director of Education, Fort Nelson Indian Band, RR #1, Mile 293, Alaska Hwy., Fort Nelson, B.C., V0C 1R0. Ph: 774–7257.

4.27. Fort Nelson Indian Band, Fort Nelson

Home School Coordinator

- *Home School Coordinator, Elementary, Secondary*

The Home School Coordinator acts as a liaison person between the school staff and the members of the Band. There are about 135 Native Indian students in the Fort Nelson Band, most of whom attend the Fort Nelson School District #81 schools.

Appendix A contains more detailed information on the Home School Coordinator role.

For further information contact: Mr. Mike Gilbert, Director of Education, RR # 1, Mile 293, Alaska V0C 1R0. Ph: 774–7257 or 774–7260 (FAX).

4.28. School District #56 (Nechako), Fort St. James

David Hoy Elementary School Programs

- *Home School Coordinator, Teacher Aide, Language Arts, Math, Indian Language, Elementary*

One full-time Home School Coordinator/Teacher Aide provides mathematics and language arts assistance to students in Grades K-4. One part–time Carrier language teacher provides grades 2–7 students with instruction in elementary Carrier language and culture.

The Carrier language teacher is Native Indian, fluent in the Carrier language, and certified under the auspices of the College of New Caledonia with further training from the Yukon Native Language Centre.

Materials are provided by the Carrier Linguistic Committee. A full listing of these materials is available on request. The instructional program emphasizes listening, speaking, reading and writing. Cultural aspects include Native songs, dance and handicrafts.

The Carrier program is available to all students in the school as an alternative to Elementary French. Each instructional group is allotted three 1/2-hour periods in the regular school timetable.

An instrument to evaluate the effectiveness of the program is under review.

Funding for the Carrier Language and Curriculum Program is provided by the Ministry of Education.

For further information contact: Mr. W.H.J. Ladner, Principal, David Hoy Elementary School, P.O. Box 880, Fort St. James, B.C. VOJ 1PO. Ph: 996–8237.

4.29. School District #60 (Peace River North), Fort St. John

School-based Native Indian Education

- *Learning Assistance, Elementary*

The goal of the School-based Native Indian Education project is to improve literacy and numeracy among Native Indian pupils.

Many of the Native Indian students in this district have English as their second language. Therefore, the majority of these children receive remediation and language development programs in addition to their regular school programs, in their home schools.

For further information contact: Mark Stevens, District Principal, School District #60 (Peace River North), 9803 – 102nd Street, Fort St. John, B.C. V1J 4B3., Ph: 785–6785.

4.30. School District #60 (Peace River North), Fort St. John

Learning Assistance, Upper Pine

- *Learning Assistance, Language Arts, Elementary, Secondary*

The Ministry of Education funds one half-time teacher for preventive programs in this school. Upper Pine Elementary/Junior Secondary school has a sizable population of Indian students from the close-by reserves. The program aims to provide support services to these students within the mainstream. The native Indian students are assisted in whatever subject areas are necessary for success within the public school system by:

- conducting language development programs especially at the primary level
- providing one-to-one or small group tutoring
- assisting classroom teachers by providing materials and programs, and
- evaluating to determine improvements in classroom work and year-end results.

Upper Pine Elementary/Junior Secondary School offers Learning Assistance to Native Indian students in kindergarten to grade 8. The service is available to 20 children at a time. The children are seen on a short term (approximately six weeks) one-to-one basis. A language development, preventive program, is offered to the primary children emphasizing oral learning, vocabulary and reading readiness skills. The program for the intermediate grades 4–8 is designed to maintain the children in their regular classrooms. Learning Assistance is offered in language arts (vocabulary, sentence structure, spelling and oral and written expression), math and library skills. The older children are encouraged to have the confidence to ask for help, to find success, and to continue with their education.

For further information contact: Henry Harder, Principal, Upper Pine Elementary/ Junior Secondary School, School District #60 (Peace River North), 9803 – 102nd Street, Fort St. John, B.C. V1J 4B3. 827-3232.

4.31. Fort Ware Band, Fort Ware

Fort Ware School

- *Band Controlled, Indian Culture, Elementary*

The school employs four teachers and two teacher aides. The school addition is completed and a community based high school program can be developed which will train people for employment and community service at Fort Ware.

Sekani Awareness Program

A joint project is run by the Band and the DIA. In March, when school is closed, the teachers and students accompany the parents on their traplines. During this time the parents become the teachers and the teachers become the students learning about traditional and contemporary hunting and trapping and family socialization. When school re-opens the experiences on the trap line are integrated into regular curriculum. This program in cross-cultural living has proved valuable in compensating for a large staff turnover.

Students actually operate a trapline for a 4-week period including setting of traps, preparation and sale of fur, and operating a winter camp on the trapline.

For further information contact: Principal, Fort Ware School, Fort Ware, B.C. Ph: 471-2002.

4.32. Fraser Lake Band, Fraser Lake

Pre-School and Kindergarten

- *Band Controlled, Pre-School, Kindergarten*

The Pre–School/Kindergarten currently enrols 7 students. In addition to the regular Pre–School and Kindergarten content, Carrier language and culture are taught to the children by Elders and Band members.

For further information contact: Fraser Lake Band Administration Office, P.O. Box 36, Fort Fraser, B.C. V0J 1N0. Ph: 690–7211.

4.33. School District #60 (Peace River North), Halfway River

School-based Native Indian Education

- *Language Arts, Math, Elementary*

The goal of the School-based Native Indian Education project is to improve literacy and numeracy amongst Native Indian pupils.

Many of Native Indian students in this district have English as their second language. Therefore, the majority of these children receive remediation and language development programs in addition to their regular programs.

For further information contact: Mr. Mark Stevens, District Principal, School District #60 (Peace River North), 9803–102nd Street, Fort St. John, B.C. V1J 4B3. Ph: 785–6785.

4.34. Ingenika Band, Ingenika Point

Ingenika School

- *Band Controlled, Indian Language, Elementary*

This is a Band Controlled school with students from kindergarten to grade 6. One teacher and one Sekani language teacher are employed in the school. Grade 10–12 students no longer attend the school since it is not equipped to teach them. They now attend a provincial high school.

For further information contact: Kathy Lindstrom, Education Administrator, Ingenika Band, 1360 Fifth Ave., Prince George, B.C.. V2L 3L4. Ph: 562–8882.

4.35. School District #59 (Peace River South), Kelly Lake

Kelly Lake School

- *Language Arts, Indian Culture, Elementary, Secondary*

The goal is to create a school that serves the educational needs of the Kelly Lake Community with an emphasis on students' language development.

This program is intended to provide support to the Native Indian student entering and continuing with the regular school program. Emphasis is on formal language acquisition along with a strong sense of traditional culture, lifestyle, and language. In addition to the teachers there are two Native personnel hired in support of the 50 students in this K-9 school.

For further information contact: Mr. Richard Sample, Kelly Lake School, P.O. Box 19, Site #1, via Hythe, Alta. T0H 2C0. Ph: 782-8571.

4.36. School District #87 (Stikine), Lower Post

Lower Post Elementary Extension Program

- *Teacher Aide, Language Arts, Math, Indian Culture, Elementary*

The Teacher Aide works with approximately 25 Native Indian children enrolled in grades 1 to 8. Primarily she offers assistance with tasks related to academic skill building. In Language Arts, listening and thinking skills are emphasized. The Ginn 720 basal series is supplemented by the high interest/low vocabulary "action" series. In Math the stress is on consumers' skills. Where appropriate, northern and Native content is introduced into the regular curriculum. The intermediate students work on a trap line registered to the school, which offers experiences in setting traps, skinning animals, selling skins and balancing accounts. Students also participate in gold mining using the sluice box. Three claims along the river are held by the school yielding $40.00 worth of gold per cubic yard of sand. Instruction in beading and quilling, as well as moose hide tanning and moccasin making, are occasionally offered by local resource people.

For further information contact: The Principal, Lower Post Elementary School, Lower Post, B.C. V0C 1W0. Ph: 779-3371.

4.37. School District #59 (Peace River South), Moberly Lake

Moberly Lake Community School

- *Indian Culture, Crafts, Elementary*

The goal of the project is to create a school that serves the entire community and responds to community needs.

The Moberly Lake community includes the West Moberly Reserve, East Moberly Saulteau Reserve and homes around the lake between the two reserves.

The school has a program of language support for the students and is developing a whole language program which instills pride in being a Native Indian student at Moberly Lake.

The school offers a "culture block" of local instructors in the school. Community members teach Cree, local history, cross country skiing, snow shoeing and hockey. Community members have worked to improve the school site.

The school library is used by all community members and has a special collection of Indian history and crafts. Craft evenings are held at the school where local artists have taught beading, hide and leatherwork, fur crafts and traditional drum making.

For further information contact: Moberly Lake School, General Delivery, Moberly Lake, B.C. V0C 1X0. Ph: 788-2574.

4.38. Moricetown Band, Moricetown

Moricetown Elementary School

- *Band Controlled, Indian Culture, Indian Language, Elementary*

Moricetown Elementary School is a Band Controlled School under the direction of the Kyah Wiget Education Society. The goals of the Education Society include:

- providing an elementary school education in Moricetown.
- educating students in a supportive environment.
- teaching the Wet'suwet'en Language and Culture.

The school has a Nursery to Grade 6 program as well as Wet'suwet'en Language and Culture and Learning Assistance. Eight full time teachers and two teacher-aides are employed.

Moricetown Elementary School started with a Kindergarten to Grade 3 program in 1985–1986. Each successive year a grade has been added to work towards the fulfillment of the goal to have a complete elementary school program. All students who started with the school when it first opened and those who came later have been able

to continue their education at the school.

In 89/90, the school will expand to include Grade 7. We also plan on offering an Alternate Education program within the community for 12 to 16 year olds. Projected enrolment for 89/90 is 89 F.T.E. students.

One of the unique aspects of the school is the Wet'suwet'en Traditional Plant Use Curriculum Project which has been developing over the last two years. Elders are sharing their knowledge of traditional plant collecting and how plants were and are used for food, medicine and in the area of technology. This information is being stored and converted into curriculum for use in the school.

We also hope to start construction of a Longhouse in 89/90 on the school property. This building will house the school's Wet'suwet'en Language and Culture program and serve as a Cultural Centre for the whole community of Moricetown.

For further information contact: Ross Hoffman, Principal,Moricetown Elementary School, R.R. #1, Box 1, Site 15, Moricetown, B.C., V0J 2N0. Ph: 847-3166.

4.39. School District #57, Prince George

Native Student Services

- *Tutor, Liaison, Secondary*

The goals of the program are for Native Indian students:

- to develop positive attitudes towards the value of education in their lives,
- to increase daily attendance and participation in school activities,
- to improve communication with teachers and counsellors and to develop rapport with non-Indian students,
- to develop greater assertion in the non-Indian community.

It is a program for over 200 status and non-status Indian students from eight secondary schools in the Prince George area. The two teachers are based at the Ron Brent Elementary School. Contacts and referrals are received from students, teachers and counsellors. Students are seen at their own high school once or twice a week depending on need. Home visits may be required. The teachers provide some individualized instruction in a few cases, but quite often the types of gains achieved are attitudinal changes and improvements in regular daily attendance. They offer individual or group counselling and promote social, cultural, and extra curricular activities. The teachers liaise with other teachers and principals and assist the Director of Instruction in establishing effective policies regarding the educational programming for Native Indian students. To ensure input from the Native Indian community, regular contact is maintained with the Administrative Personnel of the Doh Day De Claa Friendship Center and the Native Advisory Committee. Attendance statistics are compiled with the expectation of a steady improvement. A questionnaire survey is conducted each May. A district-wide survey identified the need to expand the service to the elementary school and to provide in-service workshops to teachers with regard to

working with Native students.

The program is administered by School District #57 and funded by the Indian Education Branch of the Ministry of Education.

For further information contact: David DeVore, Director of Instruction, School District #57, 1894-9th Ave., Prince George, B.C. V2M 1L7. Ph: 564-1511 (local 327).

4.40. School District #57, Prince George

Elementary Native Student Support

- *Home School Coordinator, Elementary, Secondary*

This project provides home school coordination for Native students and in-school support as student advocates and teacher aides.

About 300 students are served in 9 elementary schools in Prince George. Three support staff travel to school and homes to improve home school communication and attendance. Cultural activities and some tutoring occur. The staff meet with a Native Advisory Committee as a formal channel for discussion with school and Native community representatives. The service will begin its 4th year in 1989.

For further information contact: David DeVore, Director of Instruction, School District #57, 1894-9th Ave., Prince George, B.C. V2M 1L7. Ph: 564-1511 (local 327).

4.41. Kluskus Indian Band, Quesnel

Home School Coordinator

The Kluskus Band provides a Home School Coordinator to serve Kluskus students in Quesnel and Kluskus. The HSC works with students from nursery to college level maintaining contact with students, parents and teachers as well as coordinating financial assistance and tutoring.

For further information contact: Darlene Alec, Home School Coordinator, Kluskus Indian Band, 395A Kinchant Street, Quesnel, B.C. V2J 2R5. Ph: 992-8186.

4.42. Quesnel Tillicum Society–Friendship Center, Quesnel

Child Care Worker

- *Counselling, Liaison, Elementary, Secondary*

The goal of the project is to support the Quesnel Native Education Program through the services of a Child Care Worker.

The Child Care Workers supports non-Band member Native students through counselling and practical help. The Child Care Worker works in close contact with the Quesnel School District.

For more information on the Quesnel Native Education Project, see the entry under School District #28, Quesnel.

For further information contact: Nate Bello, Native Education Coordinator, Quesnel School District, 450 Bowron Avenue, Quesnel, B.C.V2J 2H5. Ph: 992-7950.

4.43. School District #28, Quesnel

Native Education Program

- *Curriculum, Coordinator, Elementary, Secondary*

The project has used an integrated set of developmental goals as follows:

Year 1 (1986-87)–Making Contact
Year 2 (1987-88)–Developing our Resources
Year 3 (1988-89)–Implementing our Dreams
Year 4 (1989-90)–Focusing On Our Students
Year 5 (1990-91)–Evaluating our Progress/Future Direction

In 1986, a Needs Assessment for the Quesnel School District was done by Dr. Art More and John Kafka. Its 18 recommendations covered the entire spectrum of Native Education from curriculum development to student academic performance to liaison with Native communities. After the local Native Education Advisory Committee (comprised of Native and community representation) priorized these challenges, a Native Education Resource Teacher drew up plans to meet them. A five-year plan was drawn up starting with community liaisoning, then on to developing curriculum and implementation and finally focusing on student student response and evaluation. The district is currently preparing curriculum on all fronts, but primarily the secondary level. Each year, in turn, is divided into community-school district- or evaluation-centred components to ensure contact at all levels throughout the process.

The school district has provided a comprehensive commitment to the furtherance of Native Education by building on a strong foundation (the Needs Assessment) and creating a cohesive multi-year program. A booklet describing the program in detail is available upon request.

For further information contact: Nate Bello, Native Education Resource Teacher, School District #28 (Quesnel), 450 Bowron Avenue, Quesnel, B.C. V2J 2H5. Ph: 992-7950.

4.44. School District #28, Quesnel

Tutorial Assistance (K-12)

- *Learning Assistance, Tutor, Elementary, Secondary*

The goal of the tutorial assistance is to make the school environment amenable to the Native student, to motivate the student and help the student in academic ways.

This is done by:

1. providing direct tutorial assistance in the academic core areas, for Native students who require additional assistance;
2. enabling intermediate and secondary Native Indian students to achieve successfully in their school endeavors;
3. providing assistance to the regular classroom teacher and the Learning Assistance teacher;
4. being available to discuss Native Indian student concerns about their environmental and cultural experiences;
5. providing consistent support to those children who transfer to a number of different schools during the school year; and
6. allowing the Native student to remain integrated in the school system.

For further information contact: Nate Bello, Native Education Coordinator, Quesnel School District, 450 Bowron Avenue, Quesnel, B.C. V2J 2H5. Ph: 992-7950.

4.45. School District #28, Quesnel

Native Education Multicultural Centre Graphic Artist

- *Curriculum, Art, Elementary, Secondary*

The goal of the project is to support the Quesnel Native Education Program (described above) through the services of a graphic artist.

The artist works on a one day a week basis and contributes art work to curriculum development projects as well as various promotions.

For further information contact: Nate Bello, Native Education Coordinator, Quesnel School District, 450 Bowron Avenue, Quesnes, B.C. V2J 2H5. Ph: 992-7950.

4.46. School District #54, Smithers

Indian Education Program, Muheim Memorial School

- *Tutor, Learning Assistance, Elementary*

The goal of the Indian Education program is to give support to the Native students so that they can fit into groups within the regular classroom. The children receive instruction on an individual basis or in small groups in order to correct specific weaknesses that they may have.

There are presently twenty-five native Indian students from kindergarten to grade 6 in this program. These students can be separated into three different categories:

1. Those students receiving short term remediation which means they have been removed from the classrooms for only short periods of time throughout the year.
2. Those students who have poor vocabulary and language skills and require language development activities. These students have received long term remediation in order to keep up to their classroom groups.
3. Those students who are unable to profit fully from the regular programs offered in the classrooms. Special programs have been developed to meet the needs of these students.

For further information contact: Principal, Muheim Memorial School, P.O. Box 2260, Smithers, B.C., V0J 2N0. Ph: 847-2688.

4.47. School District #54, Smithers

Special Services, Lake Kathlyn Elementary School

- *Learning Assistance, Language Arts, Elementary*

The objective of this program is academic upgrading and remediation. This component of the Learning Assistance Program serves 3 native Indian students from grades 1-6. These children come from the Moricetown Reserve which is 20 miles away.

The program attempts to support the children in the regular mainstream. The children attend the center for at least half an hour two times a week. Individual and small group instruction is provided. Many of the children speak a different dialect of English and require language development activities. Supplementary materials which emphasize the cultural background of the children have been developed at school (i.e., 6 booklets). Other material has been collected from various districts and is used in the program.

For further information contact: Principal, Lake Kathlyn Elementary School, R.R. #1, Smithers, B.C. V0J 2N0. Ph: 847-9427.

4.48. School District #54, Smithers

Native Education, Chandler Park Middle School

- *Academic Skills Development, Tutor, Middle School*

The Native Education Program at Chandler Park Middle School is essentially focussed on helping students develop skills and patterns of behaviour that are needed to succeed in school. This program currently involves 18 students.

One teacher is assigned the .5 FTE allocation. This teacher is responsible for maintaining home contact and working with the Native Home School Coordinator. Home problems, poor attendance, frequent lates and personal, as well as social, problems are closely monitored.

The other facet of the program is the homework assistance class offered to Native students who are failing in one or more of their regular classes. As non-completion of homework is the most common problem, this assistance is provided to ensure comprehension of course content and to develop essential work habits. For some students the Homework Assistance class is offered in place of their regular Social Studies class. For others, it is offered on a "pull-out" basis to give assistance with subject content. This program is essential in order for some of the Native students to achieve success in school.

Future plans are to develop contact with the Grade 6 teachers of the feeder schools to determine which students would need to be timetabled into the Homework Assistance Program at the start of the year (in place of French) and which students would need to be closely monitored to offset potential difficulties. We plan also to check into the possibility of holding parent-teacher interviews, with the home-school coordinator, in Moricetown, to achieve a better turn-out of our Native parents. We expect to involve the home-school coordinator more actively with our students (eg: checking homework books, oral reading, tutoring, counselling, aiding in the classroom, etc.).

There are also plans to make use of some of the Native contact people to enhance Native cultural awareness.

For further information contact: Beverly McDicken, Chandler Park Middle School, Smithers, B.C. VOJ 2NO. Ph: 847-2211.

4.49. School District #54, Smithers

Native Studies/Native Counselling

- *Home School Coordinator, Indian Studies, Indian Language, Elementary, Secondary*

The Native counselling service serves approximately thirty Native students. There is a Native Home School Coordinator. There is liaison to the various Native bands and to the Indian Friendship Centre.

A Native Studies class was introduced last year with plans to teach Native curriculum. This proved to be of limited success due to very poor perception of Native culture by the students. There is a Carrier language component to this course.

Future plans are to re-evaluate the Native Studies aspect and possibly increase Band involvement.

For further information contact: Harald E. Jordan, Box 849, Smithers, B.C. VOJ 2NO. Ph: 847-3261.

4.50. Stony Creek Band, Stony Creek (Vanderhoof)

Stony Creek Kindergarten

- *Band Controlled, Kindergarten, Coordinator*

The Stoney Creek Band has an active Kindergarten with 13 students, and a .5 Teacher. Cultural input is provided through the Elders' Society. The children learn their language and dances.

Tentative plans are being made to have a Band controlled school K-12 by 1991. The school would have considerable cultural input from a current and historical perspective. Feasibility of a K-3 school in 1990 is presently being investigated.

The Band also employs an Educational Administrator who is responsible for all facets of education. Her duties include coordination of the Kindergarten and school planning, liaison with the public schools and membership on the Education Portfolio of the Sekam Tribal Council.

For further information contact: Marilyn Vickers, Education Administrator, Stony Creek Band, P.O. Box 1069, Vanderhoof, B.C. V0J 3A0. Ph: 567-9293.

4.51. Stuart-Trembleur Band, Tache

Home School Coordinator

- *Home School Coordinator, Elementary, Secondary*

The Band employs one Home School Coordinator responsible for Band members attending elementary, secondary, and post-secondary school in Tache, Binche, Portage, Fort St. James, Vanderhcof, Fraser Lake, and Prince George. The Coordinator is a counselling liaison between the homes and the school. She attends meetings and monitors student behavior, progress and achievement. She visits schools on a regular basis every month.

Appendix A contains more detailed information on the Home School Coordinator role.

For further information contact: Tache School, Home School Coordinator, P.O. Bag 60, Fort St. James, B.C. V0J 1P0. Ph: 648-3212.

4.52. Stuart-Trembleur Band, Tache

Tl'azt'en Curriculum Development

- *Curriculum, Elementary, Secondary*

Extensive research has been conducted by a team of researchers since September 1976. The team obtains historical information from the Elders of the village and has access to the Catholic School files. At the school, each child is encouraged to trace his or her tribal ancestry. The traditional songs, stories and dances of the clan are then learned. The historical information of the Band is integrated into many other facets of the school curriculum including such areas as Social Studies, art, music, dances, potlatches, and legends. Legends have been recorded on video and cassettes and are at the Culture Center. The Culture Center has been in operation since October 1, 1981 and employs an Art and Woodcarving Instructor, two handicraft workers, and one person as the coordinator of the project. These people work with the Tache School students and the woodcarver instructor also goes to other schools in the area that have students from the Stuart Trembleur Band.

For further information contact: Education Coordinator, P.O. Box 670, Fort St. James, B.C. V0J 1P0. Ph: 648-3645.

4.53. Stuart-Trembleur Band, Tache and Portage

Carrier Language Program

- *Band Controlled, Indian Language, Curriculum, Elementary*

This program has been in operation since September 1974, is administered by the Band, and funded by DIA. The Carrier Linguistic Committee has developed a set of language workbooks which are used at the intermediate grade level in the Federal School. There are about 80 students from grades 1 to 7. The program employs two Carrier language teachers. The objective of the program is to have students speak the Carrier language fluently, as well as to develop the ability to read and write the language. The grades 1 and 2 children attend the oral language class and the grades 3–7 learn to read Carrier with the aid of flashcards, calendar reading and the workbooks. The students attend 30 minute classes daily. The majority of the children are bilingual and are all able to translate sentences from Carrier to English and vice versa.

The Stuart-Trembleur Band has built a new school for children up to grade 12—the size of the school is 23,000 square feet. It has four classrooms, a science room, a multi-purpose room, library, woodwork room, a home economics and arts and crafts room.

For further information contact: Ms Aimie Felix, Education Administrator, Stuart Trembleur Band, P.O. Box 670, Fort St. James, B.C. V0J 1P0. Ph: 648–3645.

4.54. Stuart-Trembleur Band, Tache and Portage

Tache School, and Portage Village School

- *Band Controlled, Teacher Aide, Indian Language, Elementary*

The kindergarten and nursery school are administered by the Band and funded by DIA. The nursery/kindergarten employs a full-time teacher and teacher aide. There are 17 students enrolled in nursery school and 15 enrolled in kindergarten. Children learn to get along with others, to write their names, to know their colors, to count, to identify alphabet letters, to do exercises and to speak the Carrier language. They also learn nursery rhymes, poems and songs.

The Portage Village School enrolls children in grades K-7. There are 2 teachers and 2 teacher aides (one of whom teaches Carrier Language).

For further information contact: Ms Aimie Felix, Education Administrator, Tache School, Post Office Bag 60, Fort St. James, B.C. V0J 1P0. Ph: 648–3645.

4.55. Takla Lake Band, Takla Landing

Takla Landing School

- *Band Controlled, Indian Language, Home School Coordinator, Pre-school, Elementary, Secondary*

The Nursery-Kindergarten class is Band Controlled with one teacher. There are four teachers and two teacher aides employed by the DIA to teach grades 1-9. Training of teachers is in process for the language program. Native dance classes began in 1980-81.

The Band administers other educational programs including location and supervision of senior students in boarding homes, allowance for students and attendance at vocational programs held both at Takla Landing and elsewhere. An evening adult education upgrading program is conducted in the school.

For further information contact: Peggie West, Education Administrator, Takla Lake Band, General Delivery, Takla Landing, B.C. V0J 2T0. Ph: Takla 1L or N692244MDC.

4.56. School District #87 (Stikine), Telegraph Creek

Tahltan Elementary/Junior Secondary School

- *Indian Language, Curriculum, Pre-School, Elementary, Secondary*

Approximately 90% of students in Tahltan School are Tahltan Indians in K to Grade 9. There are 6 teachers, a part-time aide/secretary and a Native Language teacher.

The Tahltan Education Committee provides support and direction to the school through regular meetings. In addition, the Band employs a Home School Coordinator who helps to provide the essential liaison between the school and the community.

A Native Language program is run, for all students, using techniques taught at the Yukon Native Language school. The Tahltan language is not a first language for any student today. Although the language program in the school often seems to be operating in a vacuum, more parent and community involvement has been encouraged and supported in the past few years.

A major effort is being made with the 13 to 16 year old students in the Junior Secondary grades to improve their self-image and to raise the awareness of their cultural identity. Provincial Social Studies and Language programs have been greatly modified to reflect the needs of these students. Curriculum support materials have been developed and continue to be developed for units on Tahltan ethno-archeology and early post-contact history.

For further information contact: Principal, Tahltan Elementary/Junior Secondary school, Telegraph Creek, B.C. V0J 2W0. Ph: 235-3441; or Home School Coordinator, Tahltan Band Council, Telegraph Creek, V0J 2W0. Ph: 235-3151.

4.37. School District #56 (Nechako), Vanderhoof

Native Indian Education

- *Indian Language, Teacher Aide, Elementary, Secondary*

To encourage participation, enhance academic development, and foster a feeling of recognition within the school and community system, School District #56 (Nechako) employs 10 people to work specifically in Native Indian education, including aides and Carrier language instructors. These people have two main responsibilities at present. One is to help all students, but specifically Native Indian students, to acquire the necessary basic skills that will enable them to find success both in and out of school. The other is to continue to bridge the cultural or social gaps that may exist between individuals, the school, and the community. These responsibilities are carried out in all school programs essentially, but specific accountability for Native Indian students lies with the Carrier Language Program and the Native Aides.

School District #56 schools with Native Aide or Native language Instructors include:

Sowchea Elementary
David Hoy Elementary
Nechako Valley Secondary
Mouse Mountain Elementary
Fort St. James Elementary/Secondary
Fraser Lake Elementary/Secondary
W.L. McLeod Elementary School

Teacher Aides

The Native Indian teacher aide provides extra help to primary and intermediate Indian students who require personalized tutorial enrichment. In many cases the aide simply lessens the initial trauma of students entering a predominantly non-Native school. Evaluations of the programs are completed in consultation with the teachers and principals with whom the aides work. The programs are funded under Category 1.31 Indian Education.

Carrier Language Program

There are two Carrier language teachers. One teaches at Mouse Mountain School. Another teaches at Sowchea Elementary and David Hoy Elementary. The Carrier language classes are open to all students. About 100 students are enrolled in language programs for periods of from 15-30 minutes per week. The accent is on oral communication but some written work is done. Effective use is made of visits by Elders to tell stories and to teach crafts. In some places the school has been invited to

potlatches as an outgrowth of programs in the school.

It is hoped to develop the Carrier language curriculum to the level of the language, that of a modern language worthy of study and appreciation.

Native Aides and Home School Counsellors

The school district also employs a home school counsellor in each of the three secondary schools. These counsellors generally work with Native Indian students and their parents to help prevent and/or seek solutions to problems that may arise in the school, home, or community. These people provide the much needed liaison between the school and the Native communities. They promote positive interpersonal relationships, and foster better academic achievement for many Native Indian children on the secondary level.

Aides to Native Indian children are employed to assist teachers and students on the elementary level at Mouse Mountain Elementary School, W.L. McLeod Elementary School and David Hoy Elementary School. Although the aides often perform the tasks of the Native counsellor, their jobs are largely within the school, helping with regular classroom functions. They promote good attendance and behavior, explain school policies and reporting methods to children and parents, encourage parents to attend school functions, and provide a positive adult model in the school.

Other Special Support Services

All schools in School District #56 have Learning Assistance and/or alternate classes that provide various services for children experiencing difficulty with regular school work. These programs are available as required for Native Indian and non-Native students.

Child Care Workers

In conjunction with the secondary alternate programs, the Ministry of Social Services and Housing provides four child care workers, all of whom aid both Native and non-Native students specifically with social or behavioral needs.

Speech and Hearing

A speech pathologist provides speech training and often checks auditory problems or refers the children for further medical testing. As well, at Vanderhoof Elementary, and Nechako Valley Secondary, an integrated and thoroughly up-to-date program for the hearing impaired is available.

In total, the Special Services Department offers a wide variety of expertise and programs to provide education opportunities for students with special needs. These services have been a tremendous help to many Native and non-Native children.

For further information contact: Ms. Charlene Seguin, School District #56 (Nechako), Post Office Drawer 129, Vanderhoof, B.C. V0J 3A0. Ph: 567-2284.

4.58. School District #56 (Nechako), Vanderhoof

Coordinator of Special Services and Native Education

- *Coordinator, Elementary, Secondary*

Under the direction of the Superintendent of Schools, the Coordinator of Special Services and Native Education is responsible for the planning, development and supervision of all programs as defined under the Ministry of Education Special Services Guidelines to meet the individual intellectual, physical, or emotional needs of special needs children in School District #56 (Nechako) with specific areas of responsibility in all Native education programs.

The Coordinator assists with respect to Special Needs and Native Education Programs, in following operations:

- program staffing, monitoring, evaluation and development
- staff hiring and training
- curriculum development and resource location
- liaison between the community, school district, Band(s) and government agencies
- formation of various committees, teams, seminars, consultations and in-service workshops.

For further information contact: Ms Charlene Seguin, Coordinator of Native Education, School District #56 (Nechako), P.O. Box 129, Vanderhoof, B.C. V0J 3A0. Ph: 567-2284.

4.59. School District #56 (Nechako), Vanderhoof

Native Education Consultant

- *Liaison, Coordinator, Elementary, Secondary*

Under the direction of the Coordinator of Indian Education, the Native Education Consultant helps ensure that Native Indian Education is a priority in School District #56, and that Native Indian students receive the best educational services possible.

The Native Education Consultant, in cooperation with the Coordinator of Indian Education, has responsibility for the entire spectrum of Native Indian Education in specialized categories and mainstream programs, as well as related inter-agency, Band and community organizations. To accomplish the goals the Native Education Consultant utilizes the resources of the Native Education workers throughout the district, liaises with band, tribal council and agency workers, develops cooperative teacher interactions, and secures parental assistance.

The Native Education Consultant works with the Coordinator of Indian Education in

developing and priorizing goals specific to Native Indian Education programs and curriculum, and to these ends assists in the organization and function of Native Indian programs and curriculum.

The Native Education Consultant monitors Native Indian programs, curriculum, activities and enrolment, and files reports on such to the the Coordinator as required.

For further information contact: Marilyn Loyu, Native Education Consultant, School District #56 (Nechako), P. O. Drawer 129, Vanderhoof, B.C. VOJ 3AO

4.60. Carrier-Sekani Tribal Council, Vanderhoof

Yinka Dene Language Institute

The goals of the Institute are:

1. To preserve and promote the development of the Yinka Dene Language, including its various dialects;
2. To research and prepare materials for the teaching of Yinka Dene Language and Culture;
3. To provide training for those involved in teaching of Yinka Dene Language and Culture; and
4. To establish an archives for the preservation of documents, maps, photographs and other materials important to the Yinka Dene Language and Culture.

The Board of Directors is made up from the Carrier Sekani Tribal Council, School District No. 56 (Nechako) and the College of New Caledonia.

This program began in January 1989 as a joint project of the Carrier Sekani Tribal Council, School District No. 56 (Nechako) and the College of New Caledonia. At that time, the Yinka Dene Language Institute opened a facility to enable the administration of Yinka Dene Language programs and projects.

Activities presently underway include:

Native Language Teacher Certification: Two local Carrier teachers have completed Year One of the Native Language Certificate Course in Whitehorse, and have begun their second year of training.

Yinka Dene Instructor Training Course: Approximately 18 Yinka Dene people have participated in this program taught by a language specialist from the Yukon Native Languate Center with the assistance of the two Carrier Language Teachers involved in the Whitehorse program. All Yukon program materials written in the Yukon Native Languages have been translated and transcribed into one of the Yinka Dene dialects.

Yinka Dene Children's Dictionary: The development of 4 Yinka Dene Children's Dictionaries accompanied by audio tape components is underway using local Yinka Dene people with direction from Richard Walker, B.A., of the Carrier Linguistic Committee.

Bilingual Yinka Dene/English Kindergarten Language Development Workshop: This workshop will focus on the development of curricular materials necessary to facilitate early language development for Yinka Dene children in both their native language and English.

Saik'uz Video Production: This is a project by the Stoney Creek Elders to help revive and promote their language. This video production is called "I Teach The Children" and focuses on a Kindergarten Native Language class located outside the potlatch house at Stoney Creek.

The "Owl" Story: Translated and told by Bernadette Rosett; to be transcribed in written form and published as a children's book.

Lejac Residential School Video: "We Remember Lejac" is a video which includes combined narratives in both English and Dene of former students of Lejac, many of whom are Yinka Dene Elders today.

Archive Photo Research: This project involves the interviewing of Elders to record their comments and information on the contents of archival photographs which have never been fully documented and could serve as an invaluable segment of Yinka Dene Language and culture history programs.

On-going Translating, Transcribing and Editing of Yinka Dene Legends and Lore: These materials will be available both through the Carrier Sekani Tribal Council and Yinka Dene Language Institute Libraries.

A multi-year plan is currently being drafted which will define priorities and services to be developed by the Institute over the next few years. The Yinka Dene Language Institute will be involved in pilot projects, curriculum guide developments, curriculum materials preparation, teacher training at both in-service and pre-service levels, evaluation of programs and instructional materials, acquisition of language and cultural heritage data for cataloguing and maintaining on a continual use basis, and developing both internal and external communications networks for maximum information.

Although this cannot be defined as a "School Project", research and materials developed will have a major impact on native programs within the school setting. Through the cooperation of the three sponsors, along with advisement from Yinka Dene Elders, the Yinka Dene Language Institute serves as an effective and exciting vehicle for the development of projects and materials which will serve to enhance the preservation of local Yinka Dene Languages and Culture.

For further information contact: Linden Pinay, Yinka Dene Language Institute, R.R. #2, Hospital Road, Vanderhoof, B.C. VOJ 3AO. Ph: 567-9584.

BELLA COOLA

BEAVER: Painted red, blue, and black., with glass eyes.

Courtesy of the Royal British Columbia Museum

5.1. Bella Coola Band, Bella Coola

Acwsalcta Elementary and High School

- *Band Controlled, Indian Language, Indian Culture, Curriculum, Elementary, Secondary*

Since its inception in 1981, there have been many improvements. Some of these are:

1. Nuxalk is being accepted by UBC, SFU and UVIC in place of French as a second language for Acwsalcta graduates.
2. The graduation rate has improved.
3. Student retention is greatly improved. For example, only four students dropped out of Acwsalcta in the past three years.
4. Students are starting to feel good about their past heritage, culture, Nuxalk language, and by their participation in these classes cultural ways and language will be retained.
5. There is an increase in Parental support and involvement with Acwsalcta.
6. Nuxalk Education Authority is all native.

During the 1988–89 school year, there was a student population of 154 from Kindergarten through grade 12, with a teaching staff of 14.

Ultimately the Bella Coola Band Council is answerable for the direction Acwsalcta takes. However, the Nuxalk Education Authority is allowed to operate like any School Board, and has the responsibility of the total operation.

The philosophy of Nuxalk Education, is to retain our culture which includes our religion, our traditional life style and our Indian Government.

Goals of this philosophy are:

1. To broaden the cultural historical horizon by means of the Nuxalk language.
   a. the Nuxalk students will be led to a better understanding of their own culture and values.
   b. the non-Native students will learn to distinguish between fact and fiction when cultural historical matters are discussed.
2. To develop a fluency in the Nuxalk language as well as English.
3. To develop pride and respect in self and in others.
4. To graduate students who respect friendship, leadership, the responsibilities of the family units and teaching of their Elders.
5. To develop a well balanced student who is physically fit, mentally sound and spiritually strong.
6. To develop in each student his/her qualities of leadership.
7. To graduate students who are willing to give rather than take from society.
8. To provide teaching techniques designed to foster the above goals.

For further information contact: Peter Siwallace, Education Adminnistrator, Nuxalk Education Authority, Box 778, Bella Colla, B.C. VOT 1CO. Ph: 799-5911.

5.2. School District #49 (Central Coast), Bella Coola

Indian Orientation and Teacher Aide Program

- *Learning Assistance, Teacher Aide, Language Arts, Elementary*

These programs, funded by the Ministry of Education, are aimed at providing a sound and broad education to the children of Bella Coola Elementary.

Half-time learning assistance teachers are provided for both intermediate and primary classes, and their mandate is to develop student ability in the areas of Language and Math, with emphasis on language and reading development. Also, 1.4 extra teachers are provided to reduce pupil-teacher ratio and allow teachers to work in smaller groupings in the content subject areas. An important outcome of these programs continues to be the development of positive student attitudes toward learning.

An Intermediate and a Primary Teacher Aide are also funded by Ministry of Education. They provide one-on-one and small group tutoring under the direction of classroom teachers, as well as assisting in producing classroom materials. They have responsibility for developing the visual atmosphere of the school through collection and production of displays.

For further information contact: Principal, Bella Coola Elementary School, P.O. Box 7, Bella Coola, B.C. V0T 1C0. Ph: 799-5556.

5.3. School District #49 (Central Coast), Bella Coola

Nuxalk (Bella Coola) Language

- *Indian Language, Curriculum, Elementary*

This program aims at developing all students' familiarity with and appreciation of the Nuxalk language. It is based on the assumption that knowledge of a language is essential to the preservation and continuation of the culture. A local Native Language Teacher, Beatrice Elliott, is employed, on the recommendation of the Band, to teach classes throughout the school.

Primary students receive fifteen minutes of instruction daily, and intermediate students receive one-half hour of instruction daily. Much of the material used has been devised by Dr. Henk Nater, linguist, who was responsible for the compilation of a Nuxalk Dictionary and many curriculum materials.

For further information contact: Principal, Bella Coola Elementary School, P.O. Box 7, Bella Coola, B.C. V0T 1C0. Ph: 799-5556.

COAST SALISH

Courtesy of the Royal British Columbia Museum

6.1. School District #34, Abbotsford

Indian Education Program

- *Learning Assistance, Elementary*

The purpose of this program is to improve the attendance, the attitude towards school work, academic performance and upgrading of the school based skills of Native Indian children. Intensive and extensive Learning Assistance is offered to about 30 Native Indian students at Upper Sumas Elementary School. The emphasis is on remedial reading, spelling and math. Attendance patterns and academic achievement are monitored and objective appraisals are made.

This preventative program of extra Learning Assistance for Native Indian students has been funded by the Ministry of Education since 1975.

The remaining programs in the school district are being completely revised and are not presently operating. A proposed set of programs is before the Ministry at this writing.

For further information contact: Mrs. Beryl Wallace, Upper Sumas Elementary School, 2343 McCallum Road, Abbotsford, B.C. V2S 3P5. Ph: 859-8544.

6.2. School District #76, Agassiz

Indian Education Program, Agassiz Elementary-Secondary School

- *Learning Assistance, Counselling, Academic Skills Development, Indian Culture, Secondary*

The emphasis of the Indian Education Program is on giving Learning Assistance and counselling, developing awareness of the value of the Indian culture, consulting and reporting. One teacher coordinates the program. The school staff is involved in it in varying degrees. The use of a low-key, non-threatening approach in this integrated setting encourages a positive relationship and understanding between the native and the non-native community. This, we believe, will make the Native students feel comfortable and accepted in the school, reduce the drop-out rate and improve school attendance and performance. At present there are 68 native students in our school. There are 233 from Seabird Island and 15 from Chehalis. The others live off the reserves.

General objectives are:

- to meet the needs of the native students in an integrated setting
- to provide the Native students with a feeling of self-worth
- to help students gain confidence in the integrated classroom
- to develop awareness and value of the local native culture among students and teachers

Instruction

- provide assistance in the area of Math, Science, English, Social Studies, Corrective Reading and Math
- give individual help to students in their weak areas
- coordinate and instruct tutorials
- provide students with positive reinforcement of any improvement
- make worksheets, cassette tapes and visual aids to suit the needs of students

Counselling

- foster a positive relationship with the Native students in and out of class
- use both formal and informal approach; can be teacher or student initiated
- assist in coordinating students going to workshops
- emphasize the setting of realistic objectives
- make contact with students regarding interim reports and report cards

Native Content in Curriculum

- make staff aware of resources related to Native Culture
- function as contact person on staff re Native curriculum materials and resource people
- assist in implementing Sto:lo Social Studies materials
- provide the non-Native students with an understanding of the contributions made by the Native People
- preview and proof-read classroom materials

Consulting–Reporting

- liaise between Home School coordinator and teachers
- consult with school personnel re problems that may affect the students' performance
- develop staff awareness of the value of Native culture through displays, workshops and reports to staff meetings
- communicate with parents through reports, comment sheets, interim reports, interviews and home visits
- keep records with regard to attendance, timetables, marks, family, etc.

For further information contact: Mr. Vic Dueck, Agassiz Elementary Secondary School, P.O. Box 1100, Agassiz, B.C. V0M 1A0. Ph: 796-2238.

6.3. School District #76, Agassiz

Indian Education Program, Kent Elementary School

- *Learning Assistance, Indian Culture, Elementary*

The objective of the program is to provide supportive service to Native children without segregating them from the school population.

Learning assistance is provided as required. Materials related to Indian culture are used in all grades as the teachers see the need. Sto:lo materials are available and used extensively at the Grade 4 level. Locally developed vignettes on Indian culture are used as resource material. Close liaison with local Bands is carried on through each Home School Coordinator. This includes daily reporting on attendance and progress. Field trips are conducted to local reserves to see salmon preparations.

The school participates in the NITEP student teacher practicums which provide excellent role models for Native students. There are 33 Native students in the program.

For further information contact: Miss Carol Winsor, Kent Elementary School P.O. Box 1400, Agassiz, B.C. V0M 1A0. Ph: 796–2161.

6.4. School District #41, Burnaby

Home School Coordinator

- *Home School Coordinator, Elementary, Secondary*

This position is funded by Indian Education, Ministry of Education. It was initiated in 1976.

The Home School Coordinator helps to solve some of the problems faced by Native Indian children in the public school. She works towards improving communication between Native Indian children, their parents, teachers and social agencies. She offers direct services to support Native Indian students and their families and maintains adequate records. The caseload includes about 200 Native Indian students, both status and non-status, who attend the 43 schools in Burnaby.

The Home School Coordinator is responsible for the establishment of effective communication among students, parents, teachers and supportive workers for both public and private agencies involved with Native students. She is based at Stride School and responds to requests and referrals received from any of these sources. Duties involve visits to schools and home, counselling students on a regularly scheduled individual basis and acting as a coordinator to involve students in a variety of community settings.

Appendix A contains more detailed information on the Home School Coordinator role.

For further information contact: Mrs. Mendo Bjarnason, Stride Avenue Community School, 7014 Stride Avenue, Burnaby, B.C. V3N 1T4. Ph: 522-4685.

6.5. School District #41, Burnaby

Native Cultural Education Program - Stride Avenue Community School

- *Curriculum, Indian Culture, Elementary*

This Native Studies curriculum program is offered at Stride Avenue Community School. This program attempts to provide all students with an appreciation of Indian culture. Ten percent of the school's population is Native Indian. These children are off-reserve Indians alienated from their cultural backgrounds. The program allows the Indian children to explore, compare and share their heritages.

It is structured as a teaching time and involves parents and other Native Indian resource people. Activities include field experiences such as Coqualeetza, Vancouver Indian Center, and the UBC Museum of Anthropology. In spring, 1982 the Native Indian children spent a week at Owl Rock Spiritual Camp near Penticton. In May 1987, the students spent two days at the Longhouse in Paradise Valley. The program is coordinated by the school Principal.

For further information contact: Principal, Stride Avenue Community School, 7014 Stride Avenue, Burnaby, B.C. V3N 1T4. Ph: 522-4685.

6.6. Chehalis Indian Band, Chehalis

Chehalis Community School

- *Band Controlled, Indian Language, Indian Culture, Pre-School, Elementary, Secondary*

The Chehalis School Board is responsible for the administration of education programs on the Chehalis Reserve. The Board is made up of five members appointed by the Band Council. Prior to the formation of the Board in 1978, an Education Committee had functioned for over 20 years.

In 1978 the Band took control of the Federal Elementary School and in 1982 moved an expanded program into a new facility.

The Chehalis Community School offers Nursery, Kindergarten and Grades 1 through 12 to students from the Chehalis and Scowlitz communities and, when appropriate, the surrounding area. At present 130 students attend the school. The staff, all hired by the School Board, is a blend of Native and non-Native, local and out of the area people.

Staff are hired on the basis of their expertise in at least two subject areas and their willingness and ability to relate to the students and the community as a whole.

The school follows the basic structure of the British Columbia Core Curriculum, with material added or emphasized in response to community values and needs. The Halq'emeylem language is taught to all students from N-12.

At the elementary level (Grades N-6) special emphasis is put on reading instruction. In addition to the core reading program a great deal of time is spent with language development, language stretch and a home reading program.

Throughout the school the program is designed to help students develop into self-motivated, responsible individuals. In all subject areas an attempt is made to make the students responsible for directing their own learning. Individual responsibility is encouraged by the use of individualized programs, by involving senior students in tutoring younger students on a regular basis and by allowing room for student involvement in decision-making processes.

Since the Band has a strong commitment to the concept of community education, the central objective of the Chehalis Community School is to make the school a centre for community learning. Parents and community people are involved in the regular school program, as volunteer aides, as teachers of specific skills, as drop-in students of single courses. The facilities and equipment are used by the community as a whole; classrooms, meeting rooms, library, shop, etc.

At the present time, the delivery of the school programs are under review for possible restructuring. This is in response to community and student needs.

For further information contact: Mr. Phillip Grehan, Principal, Chehalis Community School, R.R. #1, Chehalis Road, Agassiz, B.C. V0M 1A0. Ph: 796–2146.

6.7. Chehalis Community School, Chehalis

Reading Marathon

- *Band Controlled, Language Arts, Elementary*

Children in grades 3 through 7 are divided into five heterogeneous groups, each under the close supervision of a teacher or aide called the "adviser". Each group consists of six children of differing ages and reading abilities. The advisers meet with their groups from 1–1:30 each day during the after-lunch sustained reading time.

Sustained reading time is mainly a silent reading time but advisers also do rehearsal reading or oral reading occasionally. Each adviser takes oral book reports from his/her group. The adviser also contacts the homes to report progress. Parents and aides also participate as readers. Books are circulated to groups every two weeks. The group arranged a spot to read, record keeping, a display graph in the hall, and a bulletin board.

Preschool, kindergarten, grades 1 and 2 students participate by having books read to them.

For further information contact: Chehalis Community School, R.R. #1, Chehalis Road, Agassiz, B.C. V0M 1A0. Ph: 796-2146.

6.8. Chehalis Community School, Chehalis

Home Reading Progam

- *Language Arts, Elementary*

The goals of the Homereading Project are to involve the parents in the process and to increase student contact with reading materials. All students from grades 1–4 are involved in the Homereading program. Each day the students sign out a book to be read at home—either by the student to the parents or by the parents to the student. Books are taken home and sheet of paper is attached with space for the date and book's title as well as parent's and teacher's signature. The number of pages read is tallied and displayed on a graph in the hallway. Students are given a poster for reaching page milestones. If there is a problem with books not being returned or participation by the parents begins to fail an encouraging letter is sent home.

For further information contact: Mrs. Gwen Point, Chehalis Community School, Chehalis Road, Agassiz, B.C. V0M 1A0. Ph: 796-2146.

6.9. School District #33, Chilliwack

Native Education Support Workers

- *Academic Skills Development, Counselling, Elementary, Secondary*

Program:

Three Indian Education Support Workers are employed by the School District. Their major responsibilities include:

1. working directly with students in a counselling and supportive role.
2. consulting with principals, teachers and counsellors on progress/concerns of Native Students.
3. assisting with implementation of Sto:lo Sitel curriculum units at the elementary level.
4. liaising with Home School Coordinators, Coqualeetza Education Committee, and appropriate supportive agencies.
5. consulting with parents when there are school concerns about individual Native students and providing and support to the families.

Placement:

- Referrals for support worker involvement are made by teachers, parents, principals, students and other agencies.
- Student progress is monitored at both the school and District level.

Evaluation:

- Evaluation is based on on-going consultation with principals, teachers, and parents.
- A District Advisory Committee meets to review aspects of the program.

Needs Assessment:

- School Support Workers consult with principals, teachers, and counsellors on a regular basis concerning needs of students.
- Program is reviewed through meetings of the Indian Education Advisory Committee.
- Specific needs of students are discussed with the Assistant Superintendent.
- Networking: Ensuring that communication and a working relationship exists to further support the general goal of improving the growth and relationship between the School District and other agencies in the community to help and encourage further education for the Native people. The number of students served is approximately 400.

For further information contact: Mr. M.D. Folkman, Assistant Superintendent of Schools, School District #33 (Chilliwack), 46361 Yale Road, Chilliwack, B.C. V2P 2P9. Ph: 792-1321.

6.10. Chilliwack Area Indian Council, Chilliwack/Sardis

Home School Coordinators

- *Home School Coordinator, Elementary, Secondary*

Two staff members provide student support services. The Education Administrator manages the program, and counsels and provides support for the post-secondary students. The Home School Coordinator is responsible for the elementary and secondary students.

Regular visits are paid to schools that are especially in need of coordinator's services; the coordinator is also available to students from other schools. Study sessions and tutoring are available through our program when needed by students or requested by teachers.

A team approach used at the Area Council provides stronger and more effective

services to our clientele. Other departments include: Social Development, Drug and Alcohol, Community Health, Suicide Prevention and Housing. Working together as a team prevents over-counselling or the problem of too many social service agents imposing on the family. Monthly meetings are held in order to support each other and to report any difficulties.

For further information contact: Delena Hewer, Home School Coordinator or Theresa Neel, Educational Administrator, Chilliwack Area Indian Council, P.O. Box 73, Sardis, B.C. V2R 1A5. Ph: 858–3384.

6.11. School District #43, Coquitlam

Native Support Program

- *Counselling, Liaison, Elementary, Secondary*

The Native Support Program provides a variety of services to students of Native ancestry from Kindergarten to Grade 12.

Working in conjunction with school staff and area counsellors, the Native Support Worker provides support and counselling to Native students and their families, and acts as a liaison with their schools.

The program also provides assistance in future educational planning and makes referrals to appropriate community based programs.

For further information contact: Walter Larson, Student Services, Coquitlam School District, 550 Poirier Street, Coquitlam, B.C. V3J 6A7. Ph: 939-9201.

6.12. School District #37, Delta

Indian Education Programs

- *Tutor, Home School Coordinator, Joint Project, Elementary, Secondary*

The major focus of the Indian Education program is tutoring support for Native Indian students to enable them to continue in school and graduate from high school. The tutoring support is provided by an itinerant teacher who works with the Native students both in their school and the Band offices. The program is also supported by a Native Indian Home School Coordinator, funded jointly by the school district and the band.

The program is also in the process of developing curriculum materials on the Native people of the area.

For further information contact: Eileen Jacobi, School District #37 (Delta), 4629 - 51st Street, Delta, B.C. V4K 2V9. Ph: 596–7101.

6.13. School District #65 (Cowichan), Duncan

Indian Alternate Program

- *Alternative School, Academic Skills Development, Crafts, Secondary*

The Indian Alternate School is co-operatively supported by School District #65 (Cowichan) and the Cowichan Indian Band Council. The basic objectives of the school are to encourage a positive attitude towards learning, to facilitate entry into secondary school and to encourage vocational explorations.

This program attempts to alleviate the high drop-out rate of Native Indian students by providing a highly individualized program. Individualized programs offered for Native students include academic upgrading, Indian language and Native arts and crafts. "At risk" students are referred from the local junior and senior high schools. The students are prepared for re-entry to the regular academic program if possible. A few students are given job orientation skills if re-entry is unlikely. Commercial materials are used where possible but as the students have individually tailored academic programs teacher prepared materials are also necessary. The school is now situated in the Community Centre to enable the students to make use of the library and sports facilities. Native language classes are held on a regular basis.

The core program is provided by a teacher and Native aide with additional help from members of the Cowichan Indian Band. This program is located in the Cowichan Community Centre.

For further information contact: Education Coordinator, Cowichan Secondary School, 2652 James Street, Duncan, B.C. V9L 2X2.

6.14. School District #65 (Cowichan), Duncan

Home School Coordinator

- *Home School Coordinator, Elementary, Secondary*

This position was initiated in September 1976.

The Home School Coordinator acts as a liaison officer between the school and the homes of the Native community. The purposes of the liaison are, first to develop among the Native people a greater understanding of matters which pertain to the education of their children and, second to provide whatever guidance and support is required to ensure the success of all Native children who attend school. Generally the Home School Coordinator works mornings in school and visits families in the afternoon.

Koksilah Elementary and Alexander Elementary Schools are visited.

Some of the coordinator's duties are to:

1. inquire into, provide guidance for, and report on the attendance, conduct, attitude, and school performance of any Native girl or boy.
2. conduct interviews with teachers and with Native school children for the purpose of giving them counsel and assistance on all matters affecting education.
3. visit Native families resident in the community to counsel and advise them on school matters.
4. assist the teaching and administrative staffs to become aware and to organize for the difficulties and special problems facing the Native students.
5. to confer and work cooperatively with, such federal and provincial agencies as the Public Health Department, the Ministry of Special Services and Housing, the RCMP, Department of Indian Affairs, and such organizations as needed.
6. keep in individual files, as necessary, a record of his/her interviews and reports on Native children, and include in the files any other information helpful to the children's educational progress.
7. be completely responsible for the trust placed in him/her when a school permits access to whatever school records the principal judges are necessary for a solution of a Native child's problem.
8. encourage Native students to become more involved in the social, athletic, and academic life of the school.
9. encourage the development of extra-curricular activities which will encourage Native students to become involved in their own culture and which will enhance their pride in that culture.

Subjective evaluation of this position is carried out by the principals.

For further information contact: Elementary Home School Coordinator, Koksilah Elementary School, R.R. #6, Duncan, B.C. V9L 2T8. Ph: 748-3138;

6.15. School District #65 (Cowichan), Duncan

Native Studies Program, Chemainus Secondary

- *Indian Studies, Secondary*

The Native Studies Program is available to all native Indian children attending Chemainus Secondary School.

The goal for these students is similar to that of all students in the public school system. Elements within the program are designed to enhance opportunities for these students to succeed in the education system while maintaining links with their culture and heritage.

Elements:

1. *Native Language Program:* A course in Hul'qumi'num, the dominant Native language within this area, is given by a native Indian instructor who is supplied

by the Penelekut Band.

2. *Native Indian Cultural Program:* A course in Indian history, culture, traditions and contemporary issues is given to supplement the regular Social Studies program. If there is need, various levels of instruction are offered.
3. *Learning Assistance/Alternative Education Programs:* Learning Assistance is given, as required, and on a request basis to assist Native Indian students in a variety of subject areas including: English language and reading, French language and reading, Mathematics, Social Studies, Science, junior Industrial Education and Home Economics. Assistance is also provided to students requiring help with the organization of study materials and study techniques in all subjects.
   Alternative Education programs, such as Adult Basic Education and Vocational Adult Secondary Training (Level 4) are offered to provide re-entry opportunities for students who have dropped out of school and for students who are unable to complete regular school programs.

Students are referred to the Native Studies teacher directly in conjunction with the school counsellor and principal.

These programs are located in Chemainus Secondary School.

For further information contact: Mr. Walter Stoochnoff, Chemainus Secondary School, P.O. Box 330, Chemainus, B.C. V0R 1K0. Ph: 246-4711.

6.16. School District #65 (Cowichan), Duncan

Native Transition Program, Quamichan Middle School

- *Academic Skills Development, Life Skills, Elementary, Secondary*

The Native Transition Program at Quamichan Middle School is intended to help Native students achieve success in the regular school program. A group of students (approximately 15), have been identified whose level of achievement is considerably below grade placement. The students are at least one year in age over grade.

Individual educational programs are developed for each student. An appropriate developmental and/or remedial program is based on practical life skills in order to help students attain a level of basic literacy.

The goal of the program is to provide a foundation of skills in order that the student may achieve more successfully in school.

Role of the teacher:

1. to liaise with appropriate departments of the Cowichan Indian Band.
2. to provide the basic core academic programs for students ie. English, social studies, math and science.
3. to assist with other staff in a team approach to the development of a system of school based Native support services.

The program also utilizes the services of a teacher aide.

This program is located in the Quamichan Middle School and is a new program as of September, 1988.

For further information contact: Mr. S. Smyth, Principal, Quamichan Middle School, 2515 Beverly Street, Duncan, B.C. V9L 3A5.

6.17. School District #65 (Cowichan), Duncan

Special Classes–Koksilah Elementary School

- *Readiness, Language Arts, Elementary*

Primary

The primary program is a small transitional class for Native children who have completed Kindergarten (or a program at Children's Place) but who are not yet ready for a regular Grade 1 class. Children enter this class generally because of significant developmental delay. Because of the variety of students abilities, emphasis is placed on programming for individual needs.

The goal of the program is to provide a foundation of skills in order that the student may enter the regular Grade 2 program.

Intermediate

The intermediate program is a multigrade instructional program in a segregated class setting. Students are assigned to the program during the instructional period depending on individual needs, progress, attendance and behaviour. As with the primary program, this is exclusively for Native children with staff specifically assigned.

The program's primary goal is for students to enter the regular school program as soon as they are ready.

This program is located at Koksilah Elementary School.

For further information contact: Mrs. N. Szaka, Principal, Koksilah Elementary School, R.R. #6, Duncan, B.C. V9L 2T8. Ph: 748–3138.

6.18. School District #65 (Cowichan), Duncan

Counsellor for Native Indian Students–Quamichan Junior Secondary

- *Counselling, Secondary*

The Counsellor for Native students is involved in a variety of programs aimed at encouraging Native students to partipate more fully and successfully in school activities and academic programs.

The counsellor has also a personal support role for students who experience crises or other personal concerns.

He/She co-ordinates Native Studies courses, offers tutoring and acts as a liaison and helper for students and their teachers.

An important aspect of the counsellor's program is to encourage Native students to participate in athletics, sports and other extra-curricular activities.

The counsellor is located in Quamichan Secondary School.

For further information contact: Counsellor, Native Indian Students, Quamichan Middle Secondary School, 2515 Beverly Street, Duncan, B.C. V9L 3A5. Ph: 746-6168.

6.19. School District #65 (Cowichan), Duncan

Coordinator Native Indian Education

- *Assessment, Consultant, Coordinator, Liaison*

Overall responsibilities are to provide effective service for Native Indian students; to serve as a consultant to personnel, both teaching and non-teaching; promote awareness and understanding of the educational ramifications and special needs of Native Indian students; and to assist the Assistant Superintendent in the organization, planning and implementation of all components of the District Native Indian Education Program. The Coordinator, Native Indian Education is responsible to the Assistant Superintendent.

Specific responsibilities include:

- support and assist teachers in their instructional responsibilities;
- plan cooperatively with teachers and administrators;
- organize in-service for both Native Indian Education personnel, regular staff and special services staff involved with Native Indian students.
- support and assist in parent understanding and parent education;
- support and assist in community understanding and liaison regarding Native Indian education;
- in cooperation with Band Councils, monitor progress and attendance of all Native

Indian students in the District;

- develop, maintain and assess appropriateness of programs for Native Indian students with the goal of promoting success for Native Indian students;
- assist in other referrals in conjunction with District staff whenever warranted;
- locate and assist in referrals to other agencies as needed;
- acts as a District liaison with the Education Committee of each Band Council;
- work with District staff as a member of the Special Services team;
- attend District staff and related professional meetings; and
- assist the Assistant Superintendent in the organization and planning of the District's Native Indian Education Program.

For further information contact: Mr. Gordon Ried, Coordinator, Native Indian Education, Koksilah Elementary School, R.R. #6, Duncan, B.C. V9L 2T8. Ph: 748-3138.

6.20. School District #32, Hope

Native Education Coordinator

- *Coordinator, Indian Education Committee, Elementary, Secondary*

The global objective of the Coordinator is to improve the future educational prospects for Native students in School District #32, and promote an awareness of Native culture in elementary and secondary schools. This position is funded by the Indian Education Branch of the Ministry of Education. Duties of the Coordinator include:

- Liaise between parents and schools
- Encourage parents to become involved in school affairs and teacher interviews
- Be involved with the alternate school, and provide a Native oriented program for the the staff and students
- Be available for counselling of students when needed and help them acquire the necessary skills to succeed in and out of school.
- Liaise with Tribal Councils and Coqualeetza Training Centre to develop cooperative efforts of problem solving.

For further information contact: Ms. Rhoda Peters, Native Education Coordinator, School District #32, P.O. Box 3200, Hope, B.C. VOX 1LO. Ph: 869-9464.

6.21. School District #32, Hope

Sto:lo Projects Indian Cultural Education (SPICE)

The goal of the project is to promote positive awareness of the history, language, culture, heritage, and contemporary lifestyles of the Sto:lo Nation, the Native peoples of

B.C. and the Native peoples of Canada.

The Sto:lo Projects Indian Cultural Education program (SPICE) is offered to all students at Hope Secondary who are registered in grades 9 to 12. The course is an elective for 9/10 and a credit course for 11/12. Currently, the teacher is a graduate of NITEP.

Grade 9/10

Art and material culture of the Sto:lo Nation, Northwest Coast, Canada and people of other Indigenous Nations.

In Year One, "Sto:lo and Northwest Coast" is a basic introductory course to art and the material culture. Students will be expected to recognize Sto:lo material culture and art forms, its significance in the culture and importance to the people. Using resource books by Bill Holm (Horthwest Coast Indian Art—An Analysis of Form) and Hilary Stewart (Looking at Indian Art of the Northwest Coast), as well as slides from the UBC Museum of Anthropology and the Provincial Museum, students are first introduced to an analysis of traditional Indian art forms and shapes.

In Year Two, "Indigenous Art of North America and the World" students will learn tribal diversity, they gain more in-depth understanding of the origins and traditions behind 'art objects' and learn to recognize the authenticity of art works including distinguishing between 'good' and 'bad' Indian art. They also learn to gather and process natural materials using traditional method, and learn to recognize traditional and contempory pieces.

Grade 11/12

Contempory Issues and Native People (Emphasis on Historical Information)

The proposed Native Studies curriculum will attempt to address a large number of cultural groups and issues in one school year. Under the proposed curriculum, each of the following sections will be allotted in a three month time frame:

- Sept..... Self
- Oct-Dec..... Sto:lo—A Local Study—Precontact
- Jan-Mar..... Native Peoples of B.C.—Contact
- April-June..... Native Peoples of Canada—Contemporary

This proposed time frame serves only as a guideline and as an introduction to the people being studied. This will be expanded should the interest of the class demand it.

For further information contact: Native Curriculum Teacher, School District #32, P.O. Bag 3200, Hope, B.C. VOX 1LO. Ph: (604) 869-2411. Fax: (604) 869-7400.

6.22. School District #32, Hope

Native Education Program

- *Indian Culture, Personal Development, Elementary, Secondary*

The objectives of the program include:
- development of knowledge about Indian society past and present.
- improvement of *all* students perceptions about Indian people and the history of the Sto:lo nation.
- provision of opportunities for students to resolve value conflicts, personal biases and prejudices, as well as to form positive conclusions about traditional Native culture.
- assistance to Native Indian students in building positive self-concepts through the use of culturally relevant materials.

The Elementary (K-6) program includes:
- introduction to Sto:lo culture
- native art, craft and food preparation exercises
- instruction from local Native resource people.

For further information contact: Ms Rhoda Peters, Native Education Coordinator, P.O. Box 3200, Hope, B.C. V0X 1L0. Ph: 869-9464.

6.23. School District #32, Hope

Home School Coordinator

- *Home School Coordinator, Elementary, Secondary*

The position of Home-School Co-ordinator in the North Bend-Boston Bar area is funded by School District #32, Boothroyd and Boston Bar Indian Bands. During the 88/89 school year, there were 43 students from Kindergarten to Grade 12. During 89/90 there will be 48 students from K-12.

The Home School Coordinator works closely with the students and acts as liaison between the home and school. The HSC gets together with each K-6 student each week to help the students learn a little of their language and do some Native art work. The HSC also helps with their basic academic work. The Grade 7-12 students see the HSC for counselling or for help in their studies.

Presently there is not a curriculum for the Thompson Nation to be used in these schools. We hope to have one in the near future. There is a Native Culture Day during the school year and many of the parents become involved. Also there is an awards day which involves many parents.

Also, the HSC acts as liaison between the students and Band Council (concerning

funding, fees, allowances, etc.).

For further information contact: Ms. Rhoda Peters, Native Education Coordinator, P.O. Box 3200, Hope, B.C. V0X 1L0. Ph: 869-2411.

6.24. Penelakut Band, Kuper Island

Penelakut Band School

- *Band Controlled, Indian Culture, Indian Language, Pre-school, Elementary*

The Penelakut Band administers the school which runs from grades N-3. There are 2 teachers, an aide and approximately 35 children.

Each school day, the children are taught basic sounds and words, as well as history and legends. Assistance is provided by a local Band member. The objective of the program in addition to the basic academic program is to expose the children to their culture, the language being the base from which this cultural sense can grow. The majority of the children do not come to school able to speak their Native tongue so considerable emphasis is placed on acquiring a solid vocabulary base. The program began in November 1979.

For further information contact: Education Administrator, Penelakut Band Office, P.O. Box 360, Chemainus, B.C. V0R 1K0. Ph: 246-9533.

6.25. Penelakut Band, Kuper Island

Home School Coordinator

- *Home School Coordinator, Band Controlled, Elementary, Secondary*

The Home School Coordinator is a full-time employee of the Band. She is in contact with the majority of the students from Penelakut and she liaises between home and school and tends to student conduct including absenteeism. The students from grade 3 and over attend Chemainus Elementary and Secondary Schools as well as St. Joseph's School and Duncan Secondary. She tends to the personal, educational, and financial needs of the students and counsels college and vocational applicants from the Band. Even though there exists no Education Committee at this time, there is hope that one will start soon.

For further information contact: Home School Coordinator, Penelakut Band Office, P.O. Box 360, Chemainus, B.C. V0R 1K0. Ph: 246-9533.

6.26. School District #42, Maple Ridge/Pitt Meadows

Indian Education

- *Elementary, Secondary*

The District Employs one teacher and a .5 aide for Indian education.

The program's objectives include:
- academic program improvements through parent/teacher liaison;
- facilitation of student home study;
- student academic success through enhanced interest in school curriculum;
- provision of resource assistance to teachers of Native Indian students.

The Indian Education Teacher works with students from kindergarten through grade 12 and is actively involved in:
- monitoring student progress;
- facilitating and attending parent/teacher interviews;
- encouraging awareness of Native Indian heritage;
- assisting in the organization of parent/teacher recreational activities
- helping to implement continuing education programs designed for identified community interests.

Constant and on-going program evaluation by the teacher, the Katzic Education Committee and the Supervising Principals culminates with semi-annual meetings between the above and the Director of Special Services for School District #42.

For further information contact: Indian Education Teacher, School District #42, 22610 Dewdney Trunk Road, Maple Ridge, B.C. V2X 3J9. Ph: 467-1101.

6.27. School District #75, Mission

District Special Counsellor

- *Counselling, Liaison, Elementary, Secondary*

One full-time District Special Counsellor is employed by School District #75 to act in consultative, liaison and counselling modes for the benefit in Native children attending district elementary and secondary schools.

This counsellor provides support for Native Indian from K-12 who experience social, emotional or family problems. The counsellor acts as a liaison between the home, the school agencies, the Mission Indian Friendship Centre, and local bands and community.

The counsellor is responsible for the 223 Native students in the district; 51 students at Mission and Hatzic Secondary, and 172 elementary students scattered amongst 14 elementary schools.

The counsellor provides the following services:

1. Counselling services for children with academic, social, emotional or family problems utilizing a variety of methods including play therapy, bibliotherapy, journal writing and other suitable therapeutic approaches.
2. Short term intervention and referral for problems which may range from truancy and non-completion of homework to pregnancy or suicide attempts
3. Consultation with principals, parents and teachers to organize behavioural intervention programs.
4. Facilitating delivery of services for special needs students through homes, schools and community agencies.
5. Consultation on placement and program planning for special needs students at District meetings.
6. Assistance to teachers with the implementation of the Sto:lo Sitel curriculum and provision of resource persons as requested.
7. Informing adminstrators, teachers and secondary counsellor about Native culture and particular counselling and teaching strategies to which Native students best respond.
8. Workshops/in-service for administrators, teachers, parents on CARE Kits, effective parenting and teaching techniques and similar programs.
9. Chairs regular monthly meetings of the Native Indian Education Committee.
10. Supervises practicums of students registered in Family Violence Counselling Program (Vancouver Native Education Centre).

For further information contact: Heather Hansson, District Special Counsellor, 33046 - 4th Avenue, Mission, B.C. V2V 1S5. Ph: 826–4736.

6.28. School District #75, Mission

Native Indian Education Committee

The Native Indian Education Committee was established in November, 1987. It is chaired by the District Special Counsellor, Heather Hansson, and is made up of interested Native and non–Native community members. In addition to the many local Native people who attend the monthly meetings there is representative from Fraser Valley College, Mission Centennial Library, Mission Indian Friendship Centre, Native Court Workers' Association, Chamber of Commerce, School District management, principals, and teacher.

Although the original intent was to form a smaller advisory group the interest generated in the community has led to the continuation of monthly potluck dinner meetings which are open to all. Attendance has grown from an average of ten to a regular turn- out of thirty-five people. At one meeting in March, 1988, eighty-five people were in attendance. During the 1988–1989 school year the committee organized a special dinner to honor a Native student who was chosen to tour China, discussed issues relating to family violence, and planned and implemented a highly successful

community wide Native Indian Cultural Awareness Week—April 17 to 22.

Future direction of the Native Education Committee will include discussion of Native curriculum, cultural programs, and family violence issues.

For further information contact: Heather Hansson, District Special Counsellor, 33046—4th Avenue, Mission, B.C. V2V 1S5. Ph: 326-4736.

6.29. School District #75, Mission

Native Indian Liaison Worker

- *Liaison, Curriculum, Counselling*

The Native Indian Liaison Worker position began in 1988. It is currently a part-time position and will become full-time in September, 1989.

The Native Indian Liaison Worker assists by working with individual students or small groups providing guidance and support. The Worker also acts as a liaison on Native Indian matters with district staff, parents and various Native Indian communities and organizations, as directed. As a resource person, the Native Indian Liaison Worker provides input in the development and implementation of Native Studies Curriculum in the district. The Native Indian Liaison Worker encourages and guides students and provides them with the opportunity to build self-esteem through involvement in activities such as native arts and crafts.

For further information contact: Mel Jack, Native Indian Liaison Worker, 33046— 4th Avenue, Mission, B.C. V2V 1S5. Ph: 826-4736.

6.30. School District #68, Nanaimo

Indian Education Programs

- *Indian Language, Indian Culture, Curriculum, Alternative Program, Home School Coordinator, Elementary, Secondary*

Indian Education programs have been developed in consultation with the Native Indian community and are designed to meet the special learning requirements of Native Indian students. The overall goal for Native Indian students is similar to that for all students in the public school system. Indian Education programs are intended to enhance opportunities for these students to succeed in the education system while maintaining links with their particular culture and heritage.

Nanaimo school district programs include:
- Native Language Programs
- Native Indian Curriculum Development

- Para-professional Workers Program
- Alternative Education
- Tutorial Programs
- Home School Coordinator.

Main programs are located at:
Diamond Elementary, Georgia Avenue Elementary, John Barsby Secondary, Ladysmith Community, Ladysmith Intermediate, North Cedar Elementary, North Oyster Secondary, Princess Royal Elementary, Sallassalton Unwinus Alternate (on Reserve), and Thuq'min Alternate (on Reserve).

For further information contact: Judy Dallin, Indian Education Consultant, School District #68, 436 Selby Street, Nanaimo, B.C. V9R 2R7. Ph: 754-5521.

6.31. School District #44, North Vancouver

Native Education Programs

- *Indian Culture, Indian Language, Elementary, Secondary*

At present, an approximate total of 300 Native Indian students are attending North Vancouver schools; 150 at the elementary and secondary levels respectively. A majority of these students are members of the Squamish Nation, whose lands include much of the western waterfront region of North Vancouver. A smaller number are members of the Burrard Band in the eastern Dollarton-Deep Cove area.

For many years now, Native communities on the north shore and the North Vancouver School District have been developing common processes for providing programs and services to respond effectively to the needs and challenges of Native education. This work is founded upon a cooperative sharing of resources and responsibilities. What follows is an outline of these programs at their current state of development. It should be noted that, in addition to the provisions listed here, many initiatives in such areas as curriculum development, language instruction, Pre-School ("K3, K4") programming, after-school cultural and tutoring programs are generated and administered within the Squamish community by the Squamish Nation Education Department under the direction of Deborah Jacobs.

Squamish Language and Culture Program

The objective for the 1989-1990 year is to provide this program to all Squamish students (K—7) enrolled at Queen Mary, Norgate and Westview schools. Each student will receive instruction for 80 minutes per week. This is equialent to the time allocation for French as a second language. A language instructor will be assisged to each school. In addition to language instruction, the instructor acts as a school-based resource for the staff in other areas of the curriculum. The recruitment, selection and salary of these instructors is the responsibility of the Squamish Nation.

Skw'une-was: Squamish Cultural Immersion Program

At its Outdoor School site on the Cheakamus River near Brackendale, B.C., the North Vancouver School District and Squamish Nation have built an authenticated Salish shed-roof longhouse as home for cultural immersion experiences offered primarily to Grade 4 students throughout the District. As a focal point for their study of Native Indian cultures, students, teachers and volunteer parents prepare themselves through the orientation of the Skw'une-was curriculum. At a scheduled time during the school year, they travel by train to the longhouse site where they are welcomed and "cleansed" by the program's central cultural resource person, Ann Billy. Under the guidance of two Squamish resource staff, for two days the group lives according to traditional customs and understandings centering on the respect and care for all life forms, the values of sharing as basic to group survival and the goal of living in harmony with the seasons which determine the pace and quality of life.

In addition to the Squamish resource people at the longhouse, a member of the Outdoor School staff coordinates the overall itinerary and arrangements for all visiting groups. The District's Coordinator of Curriculum Services supervises the annual operation of the program. On average 28 groups experience the program each year. Groups from outside the District are welcome. In the 1988/89 year, 850 of the 1100 North Vancouver Grade 4 students were involved in the experience.

Enquiries may be directed to the Leo Marshall Curriculum Centre, 810 West 21st Street, North Vancouver, B.C. M7P 2C1. Ph:987-6667.

For further information contact: Division of Student and Program Services, School District #44 (North Vancouver), 721 Chesterfield Avenue, North Vancouver, B.C. V7M 2M5. Ph: 987-8141.

6.32. Sliammon Band, Powell River

Education Coordinator and Indian Education Programs

- *Coordinator, Tutor, Teacher Aide, Indian Culture, Elementary, Secondary*

Education Coordinator

The Education Coordinator is responsible for the overall administration of education programs for the Band, as well as liaison with the Band Council, School District and Department of Indian Affairs. He is also responsible for supervision of Home School Co-ordinator, Teacher's Aides, supervision of Pre-School/Kindergarten—"Chi-Chuy" school, and providing career counselling and financial planning to band members for post-secondary/vocational programs.

For further information contact: Jack Timothy, Education Coordinator, Sliammon Band, R.R. #2, Powell River, B.C. V8A 4Z3. Ph: 483-9317.

Group Homes

The Group Homes have been in operation for the past six years and only one home is now operating. All the children presently staying at the Group Home are Ministry of Social Services and Housing wards. The Group Home will accept children from other reserves if they are approved by the Group Home Committee. However, the funding for the student would have to be paid for by the Band. The children presently living in the homes are all teenagers.

6.33. Sliammon Band, Powell River

Sliammon Chi-Chuy School

The school provides a full day program for pre-school and kindergarten children. Special activities include: native language instruction, Salish dance instruction, and hosting Elders' luncheons. A variety of activities is offered including swimming, skating, and field trips.

For further information contact: Mr. Jack Timothy, Education Coordinator, Sliammon Band, R.R. #2, Powell River, B.C. V8A 4Z3. Ph: 483-9317.

6.34. Sliammon Band, Powell River

Home School Coordinator

- *Home School Coordinator, Elementary, Secondary*

Activities include:

1. Counselling students, discussing school activities, helping them reinforce self and cultural concepts, assisting them in understanding the school system, helping them discuss difficulties with their teachers, and assisting with personal or financial needs.
2. Maintaining a nominal role for Native students.
3. Providing materials and resources on Native culture to the school.
4. Meeting with teachers and administrators to provide positive information regarding Native people and their values.
5. Evaluating pupil progress and monitoring attendance.
6. Helping parents understand the school system, programs and student performance. Parents are encouraged to visit schools and meet with the teachers.
7. Meeting with Coordinator of Native Education, Education Committees and Chief and Council to continuously evaluate Native education programs.

For further information contact: Denise George, Home School Coordinator, Sliammon Band, R.R. #2, Powell River, B.C. V8A 4Z3. Ph: 483-9317.

6.35. School District #47, Powell River

Counsellor to Native Indian Students

- *Counselling, Secondary*

Counselling services are provided in coordination with the Home School Coordinator (Sliammon). The goal of counselling services is to help Native Indian students succeed in their school life. Issues in counselling are those which affect directly or indirectly a student's progress or experience at school.

The Special Counsellor to Native Indian students works in support of and in addition to the regular counselling and guidance services provided to all students. Regular consultation with the Home School Coordinator (Sliammon) over specific cases includes:

- exchanging information
- formulating a coordinated plan of action and defining responsibilities for specific cases
- identifying and coordinating other resource personnel (professional and community) which can be utilized to help in specific cases

Counselling functions cover the following areas: educational, vocational, personal/social and administrative. The counsellor reports to the Superintendent of Schools by way of the Supervisor of Special Services and to the Indian Education Coordinator.

For further information contact: Special Services, School District #47, 4360 Joyce Avenue, Powell River, B.C. V8A 3A4. Ph: 485-2768.

6.36. School District #47, Powell River

Language Enrichment Program

- *Readiness, Kindergarten, Primary*

The District, in cooperation with the Sliammon Band, provides a language enrichment program to beginning students.

For Kindergarten children, the Program facilitates transition to Grade 1 through remedial, preventative and/or enriched language instruction. This part of the Program is located at the Sliammon Band Clinic, and complements existing Kindergarten Services.

For Primary students, the Program provides enriched language instruction in accordance with the new Ministry Primary program. This part of the Program is located at James Thomson Elementary School.

For further information contact: Special Services, School District #47, 4360 Jayce Avenue, Powell River, B.C. V8A 3A4. Ph: 485-2768.

6.37. Saanich Tribal School Board, Saanich

La'uelnew Tribal School

- *Band Controlled, Kindergarten, Elementary, Secondary*

Saanich Philosophy

We believe:

1. That our Sencoten culture must be maintained, perpetuated and protected.
2. That along with the school, the Sencoten people must be involved in education of our youth.
3. That our children must attain the academic skills and spiritual and cultural values which will allow them to live successfully in a multi-cultural society. It is also important that the non-Indian society be educated about the Sencoten culture.
4. That the Sencoten tribes' control will enhance the education of our students.
5. That along with academic skills we must instill Sencoten values: family, self-respect, initiative, confidence, responsibility, respect for the rights and values of others, positive attitude and willingness to work hard, pride, and honesty.
6. That students have rights and responsibilities within the education program.
7. That a safe and suitable learning environment be provided.

The Saanich Tribal School Board represents four bands, the Tseycum, Tsartlip, Tsawout and Pauquachin. Together, through the board they operate the La'uelnew Tribal School.

Programs

The school offers classes from the Nursery/Kindergarten level to Grade 8. Indian Language classes are offered at all grades beginning at the Nursery/Kindergarten level. Adult Education Programs are offered and funded in local community colleges. These include: long term care courses; adult basic education (Grade 8–10); literacy courses; tutoring and counselling; university sponsorship for those members of the four bands who qualify and evening adult courses.

For further information contact: Saanich Tribal School Board, Brentwood Bay, B.C. V0S 1A0. Ph: 652-4212.

6.38. School District #63, Saanich

Native Indian Education Department

- *Coordinator, Elementary, Secondary*

A Native Indian Education Department was established separate from the Special Education Department in September 1983. The Assistant Superintendent assumed

responsibility for leadership of the Department, although programs in schools are under the leadership of the School Principal as well.

Most programs are now school-based except for District-wide curriculum development projects.

For further information contact: Ms. Janet Poth, Coordinator (Indian Education), School District #63, P.O. Box 2000, Saanichton, B.C. V0S 1M0. Ph: 652-1151.

6.39. School District #63, Saanich

Saanich Native Studies Program

- *Curriculum, Indian Culture, Secondary*

The program began in 1977 as a joint project of the Saanich Indian School Board and School District #63 (Saanich). The grade 9 course was implemented in September 1977. The development, implementation and continuing operation of the program is based on a model which involves community resource people, the teachers and Native Curriculum coordinator. The courses at Stelly's School cover:

- Grade 9: Saanich Environment includes transcription of the Saanich language; extent and nature of Saanich territory; living things in traditional Saanich territory; and oral traditions of Saanich People.
- Grade 10: The Way We Were (Pre-Contact/Contact) includes transcription of the Saanich language and the Saanich Seasonal Cycle.
- Grade 11: The Struggle for Control (Post-Contact/Contemporary) includes archaelogical evidence of the pre-contact era; Native viewpoints of contact with European explorers and traders; The Indian Act, Native values, Aboriginal Rights, and contemporary issues related to Band Government.

Future plans include development of units from all three grades to be taught as part of the regular social studies program beginning in September 1989.

For further information contact: Mr. John Wenman, Teacher, Stelly's Secondary School, P.O. Box 398, Brentwood Bay, B.C. V0S 1A0. Ph: 652-4401.

6.40. School District #63, Saanich

Saanich People Project

- *Indian Culture, Social Studies, Elementary*

The Saanich People Project reflects the viewpoint of the Saanich People in the context of the Elementary curriculum by (a) teaching Native and non-Native students about the traditions, history and contemporary lifestyle of Saanich People, and (b) developing curriculum from Grade 1-5 that will provide teachers with materials and assistance to

meet all the objectives of that curriculum.

The Saanich People Project is an Elementary Social Studies curriculum development project. Theme units for each grade level meet skill and affective objectives of the regular curriculum, as well as knowledge objectives based on the Saanich culture and lifeways. Elders and community resource people are involved in the planning, development, and implementation of each unit. Materials are used District-wide. Curriculum materials including slide shows and picture cards. Student activity materials are supported by teacher books with suggested lesson planning, material use, and community resource uses. Titles and phase of development as follows:

Saanich Families 5 resource boxes, teacher book available (1 French kit available).
Saanich People 10 resource kits, teacher book available (1 French kit available).
Saanich Salmon 10 resource kits, teacher book available(1 French kit available).
The Old Days, 10 resource kits, teacher book available(1 French kit available).
Changing Times, to be completed 1989–90.

For further information contact: Ms. Janet Poth, Coordinator, (Indian Education), School District #63 (Saanich), P.O. Box 2000, Saanichton, B.C. 1M0. Ph: 652–1151.

6.41. School District #63, Saanich

Saanich Creative Problem Solving Project

- *Academic Skills Development, Professional Development, Elementary, Secondary*

The goals of the project are:

- We anticipate that by using the sets of strategies implicit within creative problem solving (CPS) we will enhance the abilities and aptitudes of Native Indian and non–Indian students.
- Another goals is to strengthen those valued attributes of problem solving and oral language through CPS.
- We also anticipate that in using CPS we will be better able to support teachers in identifying potential candidates for Enrichment programs.

The Saanich Creative Problem Solving project is a collaborative venture between District Enrichment, Native Education programs and the University of British Columbia Faculty of Education. The project has limited financial support from the Ministry of Education's Program Effectiveness Branch.

The ability to solve problems is one of the most important skills for children to develop; if our children are to grow both cognitively and affectively, they must encounter problems, have opportunities to solve those problems for themselves and to experience the consequences of their decisions. Knowledge is constructed as children solve real everyday problems they encounter.

Our short term goals were and continue to be staff development in the use of creative problem solving; developing a talent pool of both Native Indian and non-Indian Students

who demonstrate creativity and problem solving traits; providing small group and whole class instruction in CPS; developing materials and refining teaching strategies that use creative problem solving.

For further information contact: Ms. Janet Poth, Coordinator (Indian Education), 2125 Keating Cross Road, P.O. Box 2000, Saanichton, B.C. VOS 1MO. Ph: 652-1151—Local 221.

6.42. School District #63, Saanich

Native Indian Education Program—Elementary

- *Self-Esteem, Academic Skills Development, Counselling, Elementary*

The goals of this project are to develop positive self concepts in Native Indian Students, to structure the learning environment so that students will gain maximum benefit and experience success, to provide meaningful service for Native Indian Students with academic, cultural, emotional, and physical health needs, to promote the use of culturally related materials, to evaluate and plan for individuals experiencing difficulty academically or socially in the regular classroom, to work closely with the Indian Education assistant on a daily basis to increase family involvement in all aspects of school, to work cooperatively with school staff to promote Native Indian Education, to be involved in the placement of Native Indian students, and to provide long-term service to students in need.

For further information contact: Ms. Joyce Wone, Brentwood Elementary School, P.O. Box 428, Brentwood Bay, B.C. V0S 1A0. Ph: 652-3996.

6.43. School District #63, Saanich

Indian Education Assistants—Elementary and Middle

- *Teaching Assistant, Elementary*

This project provides for employment of Native Indian people in the schools, to assist and support Native Indian students and their teacher, liaison with community on behalf of the School and provide a positive role model and facilitate involvement of community resource people and parents in the school program.

Indian Education Assistants provide direct support to Native Indian students and their teachers as well as community-school liaison. Their hours are assigned to schools according to enrolment of Native Indian students from 2 hours per day for 5–10 students to 6 hours per day for 30+ students.

For further information contact: Rita Moris, Brentwood Elementary School, P.O. Box 428, Brentwood Bay, B.C. V0S 1A0. Ph: 652-3996, or Gail Sam, Saanich

Elementary School, 1649 Mount Newton Cross Road, Saanichton, B.C. V0S 1M0. Ph: 652-4451, or Connie Roy, Sidney Elementary School, 2281 Henry Avenue, Sidney, B.C. V8L 1K5. Ph: 656-3958. or Deborah May, North Saanich School, 10475 McDonald Park Road, Sidney, B.C. V8L 3H9. Ph: 656-1129, or Glenn Jim, Mount Newton Middle School, 1850 Keating Cross Road, R.R. #3, Victoria, B.C. V8X 3X1. Ph: 652-1135.

6.44. School District #63, Saanich

Indian Education Assistants—Secondary Program

- *Counselling, Academic Skills Development, Secondary*

The long range goal is to increase the number of Indian students completing Grade 12 on an academic program. The main objective of the program is to promote success through immediate support.

This progam is set up as a support system for Indian students., Students are responsible for initiating their request for assistance. If a student does not ask for assistance, however, and marks indicate a problem, plans are negotiated between the Assistant and student and put in place to try to ensure success for the student. Strategies include "coaching" students through assignments, encouraging and assisting them when frustration becomes evident. "Coaching", encouragement, and assistance are provided casually, in such a way to increase rapport with the student. Rapport is important in encouraging students to seek our further assistance. Word processing skills are taught and encouraged to facilitate ease and speed in doing written assignments. Students are encouraged to organize and plan assignments in a routine fashion that will become a habit in handling all course work. Of all strategies used, none has been as successful as the close personal involvement that develops from helping a student in jeopardy. Once students have been successful, they readily accept and request help. The program complements all regular programs that many students are enrolled in. Support is provided directly in the classroom, or as many students prefer, on a one-to-one basis at break, lunch, studies or after school. The program is not designed to operate on a pull-out system, though occassionally, it is done to better accommodate the student.

For further information contact: Mrs. Joanne Underwood, Indian Education Assistant, c/o Stelly's School, P.O. Box 398, Brentwood Bay, B.C. VOS 1AO. Ph: 652-4401.

6.45. School District #63, Saanich

Early Childhood Literacy Project—Brentwood School

The goals of the project are to provide an "umbrella" for on-going primary programs, and to provide a continuum of literacy development.

On-going primary programs involved in this project are:

- Pre-School Storytime
- Pre-School Activity Hour
- Language Experience and Development
- Integrated Primary Classroom
- Monitoring Integrated Primary
- Community Outreach

For further information contact: Al Traunweiser, Principal, Brentwood Elementary School, 7085 Wallace Drive, Box 428, Brentwood Bay, B.C. VOS 1AO. Ph: 652–3996.

6.46. School District #63, Saanich

Pre-School Storytime, Brentwood Elementary

- *Pre-School, Elementary*

The Pre-School Storytime provides a program of language experiences through stories, puppets, films, and interaction to enhance the literacy development of Pre-School Native Indian children and their parents before they begin "formal schooling".

The program has been operating since February 1987 on a weekly basis within the school day, offering a 45 minute "storytime" to the Native Indian Pre-School children who live in the Tsartlip community. It consists of a story, film or puppet presentation followed by book borrowing time. The mothers accompany the children and take part in the storytime as well as in the book borrowing. It is anticipated that the modelling of story reading will be emulated by the parents at home. The number of participants has varied from 6–20 since the program began and the ages range from 2–5 years of age, and includes small babies on a regular basis. The program is operated by the Teacher-Librarian and the Indian Education Assistant.

The results of a survey conducted in June 1987 showed a definite positive attitude among mothers who take part, and a desire for the program to continue and to provide guidance as well. An increased interest in books and reading was reported from all participants.

Future plans include information workshops on a continuing basis. The unlimited access to Library resources may provide valuable experiences for literacy development.

For further information contact: Mrs. Geri Rea, Brentwood Elementary School, 7085 Wallace Drive, P.O. Box 3996.

6.47. School District #63, Saanich

Native Indian Education Programs, Mount Newton School

- *Academic Skills Development, Middle School*

The goals of this program are to enable Native Indian students to achieve success within the present school system within a set curriculum and to implement changes to the present system to promote success of Native students.

The program provides direct service to 22–25 students and support for 15 additional students. Subjects taught include Language Arts—Grade 6,7, and 8, and Math—Grade 6,7, and 8. Support is also provided to classroom teachers and Grade 6,7 and 8 students in Science, Social Studies, and French. Individual programs for students with specific needs due to placement, attendance, etc.

For further information contact: Frances Weir, Teacher, Mount Newton School, 1850 Keating Road, R.R. #3, Victoria, B.C. V8X 3X1. Ph: 652–1135.

6.48. School District #63, Saanich

Integrated Primary Demonstration Classroom—Brentwood School

- *Teaching Strategies, Elementary*

The goal of this project is to establish a demonstration primary class where Indian and non-Indian students develop full, equal participation in the instructional activities.

The regular primary curriculum is followed, using current trends in language arts, concrete manipulative-based math program and an integrated approach to Social Studies and Science. The combination of curriculum approaches and intercultural teaching strategies might be found in many classrooms but we attempt to document participation and success of all students in this classroom. In the first year of the project, there were 21 students in grade 2/3 and 1 teacher with weekly planning meeting group and quarterly consultation and monitoring committee meeting.

For further information contact: Al Traunweiser, Principal Brentwood School, P.O. Box 428, Brentwood Bay, B.C. V0S 1A0. Ph: 652–3996 or Sandy Bell, Classroom Teacher Ph: 652–3996.

6.49. School District #63, Saanich

Hearing and Language Project

- *Health, Language Development, Elementary*

The goal of the project is to increase awareness of the effects of Middle Ear Infection (Otis Media) on language development and school success.

The Hearing and Language Project has involved working with parents and the Native Community Health Represenative in the identification of Native Indian children in Saanich who have had a history of middle ear infections and whose language development may have been affected by reduced hearing levels at the time of these infections. There is also consultation with teachers regarding middle ear infections, language development and school success.

The Speech-Language Pathologist is also involved in language enhancing activities with children in the schools.

Prevention of middle ear infections is a goal and so the Speech-Language Pathologist is involved in meeting young parents in the community in order to alert them to the signs and symptoms and treatment of middle ear infection.

For further information contact: Jane McMillan, Speech Language Pathologist, School District #63 (Saanich), P.O. Box 2000, Saanichton, B.C. V0S 1M0. Ph: 652-1151.

6.50. School District #24 and Skeetchestn Indian Band, Savona

Storefront School, Skeetchestn

The aims of the Skeetchestn Storefront School are:

1. to improve students' academic achievement by offering more individualized programs;
2. to decrease the high rate of absenteeism by having an on-site location which is easily accessible to students and parents;
3. to motivate students to want to learn more about themselves and their environment by presenting core material in a non-threatening, non-judgmental but challenging manner;
4. to have more family involvement in the education process by providing easier access in an already familiar environment;
5. to increase student participation in extra-curricular events;
6. to promote healthy lifestyles by the introduction of a life-skills program which will enable students to be self-assured and confidently face challenges;
7. to improve student self-esteem and self-worth by providing opportunities where they can practise making thoughtful rational decisions; and
8. to present accurate and factual information about the Shuswap people. This will

serve to enhance the student's self-image as members of the Shuswap Nation.

The program started in September 1988 in a room of the Skeetchestn Indian Band Office with space and utilities donated by the Band. Band administration and workers also supply personnel from their various programs: fisheries, hay-ranching, building construction, silviculture, horticulture and maintenance to name a few.

Cultural aspects are taught by participating in actual events. These are further explained by Elders. For example, funeral rites, sweats, fishing methods, fishing customs, food/medicine gathering and preparation.

Students range in age from 13-19. The unique aspect of this program is that it offers on-reserve students a chance to complete their secondary education without travelling the 120 kilometres to Kamloops and back each day.

For further information contact: Principal, Savona Elementary, P.O. Box 171, Savona, B.C. VOK 2JO. Ph: 373-2520.

6.51. Seabird Island Community School, Seabird Island

Seabird Island Community School

- *Band Controlled, Indian Culture, Indian Language, Pre-School, Elementary*

The Seabird Island Community School is a Band Controlled elementary school. The School offers grades one to seven, a Nursery and Kindergarten program. The school is governed by a five member School Board, appointed by the Band Council.

The school's philosophy is to offer an education program which will provide the students with the experiences, teachings, and values which will prepare them for life. This education will promote, perpetuate and enhance Sto:lo culture, history and language. The teachings and values espoused by the school will reflect those of the parent and child.

The school believes that there is a joint responsibility between the school and home for the development of the child. The communication between the school and home must be open and positive. Every opportunity is given for the full and active participation of the parents and community members in the school and the teaching staff in the community.

The school curriculum is based on the provincial requirements with extensive enrichment of this curriculum with the uses of the community resources, Sto:lo Sitel curriculum and Halq'emeylem language instruction.

The school employs a staff of fifteen: seven classroom teachers, four of whom are Native teachers; a learning assistance teacher; a Halq'emeylem language teacher; a principal; a school counsellor; a teacher aide; an Education Administrator; and two janitors.

For further information contact: Vivian Ferguson, Education Administrator, Seabird Island Community School, P.O. Box 650, Agassiz, B.C. V0M 1A0. Ph: 796-2177.

6.52. Seabird Island Community School, Seabird Island

Home School Coordinator

- *Home School Coordinator, Band Controlled, Elementary, Secondary*

The Home School Coordinator is funded and administered by the Band. It is a ten month, full-time position. The responsibilities of the Home School Coordinator include all aspects of education. The main objectives of the job include the provision of educational information, counselling and tutorial services to members and ensuring that Band members participate to a maximum in their own education.

For further information contact: Vivian Ferguson, Education Administrator, Seabird Island Community School, P.O. Box 650, Agassiz, B.C. V0M 1A0. Ph: 796-2177.

6.53. School District #46, Sechelt

Native Studies Program, Chatalech Secondary

- *Indian Studies, Secondary*

Goals of the project are for every student in Chatelech Secondary to have an opportunity to learn about the history of the Sechelt people, to experience their culture and to develop an appreciation of it.

At the Grade 9 level, a unit on the history of the Sechelt Nation is integrated into the Social Studies. Traditional Indian cooking and food perparation is a unit in Foods 8. Students may learn traditional Indian carving under the direction of Sechelt carvers as part of Woodwork 9/10. Native Art is integrated into Art courses in Grades 9/10. These programs are available to all students. An agreement has been signed between the School Board and the Sechelt Band to develop and implement a Native Curriculum over the next four years.

For further information contact: Colleen Elson, Director of Instruction, School District #46, Box 220, Gibson, B.C. V0N 1V0.

6.54. School District #46, Sechelt,

Sechelt Native Studies

- *Art, Curriculum, Social Studies, Counselling, Indian Culture, Elementary*

This program is administered by School District #46 (Sunshine Coast) and the Sechelt Indian Band.

The goals of the Project are to develop understanding of the Sechelt heritage and to enhance Native Indian students' learning skills. One Native teacher and two Native Aides are responsible for Native emphasis in the curriculum (e.g. use of Native stories, art work).

An evaluation of the Native Studies/Native Language Program at Sechelt Elementary School was completed in 1988. School District and Band personnel are presently discussing ways of implementing the recommendations of the Report.

For further information contact: Principal, Sechelt Elementary School, P.O. Box 280, Sechelt, B.C. V0N 3A0. Ph: 885-2114.

6.55. School District #62, Sooke

Native Education Program

- *Coordinator, Crafts, Indian Culture, Liaison, Counselling, Elementary, Secondary*

This program is funded by Indian Education, Ministry of Education.

The Native Coordinator is responsible for home-school liaison, culture programs, counselling and community liaison. The Native Coordinator provides services for approximately 200 Native students in the district. The Coordinator meets with the students on a regular basis and consults with their parents and teachers regarding progress, attitude and placement. The Coordinator also provides counselling when necessary. He also works in liaison with various social services and does home visits on behalf of students.

The Native Coordinator contributes to the development and collection of materials relating to Native cultures. He provides teachers with materials necessary to teach students about Indian culture, for example legends of T'Souke and West Coast Bands. In addition, he is responsible for bringing in arts and crafts people to do classroom demonstrations.

The Native Coordinator, in working with the community has been involved in the set-up of the following programs:

- Native Tutorial Project set up in the acivity room of a Native Housing project

located in Langford, B.C. The tutorial is for students in Grade 3 and up. It has proven to be a success in the community.

- Native Parents Support Group meets once a month in the School Board Office.
- Native Awareness Days have been happening in several elementary schools and at least one secondary school in the district.
- Native Education Advisory Committee, which is composed of district staff, Native resource people and parents, meets once every two months. The purpose of the meetings is to receive feedback from the community on the best ways to meet the needs of Native students.

The Native Education Program employs six Native teacher aides based in elementary schools in the district. The Native teacher aides generally provide assistance to the teachers by working one–on–one with students. The aides also work with students instructing them in Native arts and crafts such as beading, knitting and traditional Native designs.

For further information contact: Mr. Ernest Webster, Native Coordinator, School District #62 (Sooke), 3143 Jacklin Road, Victoria, B.C. V9B 5R1. Ph: 478–1781.

6.56. School District #48 (Howe Sound), Squamish

Preventive Tutoring

- *Tutor, Elementary, Secondary*

This program is intended to keep Indian students in the mainstream and to overcome any lags which may develop by providing a tutorial service both within the school during school hours and at convenient central homes in the community after school hours and in the evenings.

For further information contact: Ms. May Harris, Associate Education Coordinator, Squamish Band Office, Squamish, B.C. V0N 3G0. Ph: 892–5166.

6.57. Squamish Indian Band, Squamish

Native Home School Coordinator

- *Home School Coordinator, Band Controlled, Elementary, Secondary*

The Home School Coordinator works as a communications facilitator, not as a go-between, for teachers, principals, students, home and school. The coordinator makes it easier for parents and teachers to talk together, to tackle problems students may be having in a united way. Sometimes this involves enabling parents to see their role in encouraging and guiding a student. Both parents and teachers are encouraged to contact the Home School Coordinator at the first sign of a problem so it can be tackled before it is a major one.

The coordinator helps the tutorial aide both in scheduling and planning work.

Altogether she works with about 125 students in four elementary schools and two secondary schools.

For further information contact: Mickey Nahanney, Home School Coordinator, Squamish Band Office, Squamish, B.C. V0N 3G0. Ph: 892-5166.

6.58. Squamish Indian Band, Squamish

Associate Education Coordinator

- *Coordinator, Band Controlled, Elementary, Secondary*

This Band position was developed to oversee the District Indian education The Associate Education Coordinator also develops Squamish culture programs, and is responsible for the Pre-School, post-secondary training, language program development and arranging speakers.

For further information contact: Ms. May Harris, Associate Education Coordinator, Squamish Band Office, Squamish, B.C. V0N 3G0. Ph: 892-5166.

6.59. Squamish Indian Band, Squamish

Education Programs

- *Tutor, Pre-School, Indian Language*

The Squamish Indian Band employs Tutorial Aides to assist students in their homework. In addition the Band runs a Day Care and the Totem Nursery School. The Squamish Language is taught on the reserve for nursery and elementary children. The instructor is Ernest Harry.

For further information contact: May Harris, Associate Education Director, Squamish Indian Band Office, Squamish, B.C. V0N 3G0. Ph: 892-5166.

6.60. School District #39, Vancouver

Native Education Programs in Vancouver School District

- *Indian Education Committee*

Background

There are approximately 1500 native Indian students attending Vancouver schools, two-thirds in elementary and one-third in secondary schools (Grades 8–12). The native Indian students come from all parts of North, Central and South America, with the majority coming from the prairie provinces and regions of British Columbia. They represent a diversity of cultural backgrounds and the full range of socio-economic status. The population is more dense in the north-east sector of the District. The trend is that native Indian families are locating in other parts of the District. With increasing enrolment of native Indian students at the University of British Columbia, the native Indian student population in the West Area schools increases and tends to be for short-term periods. Many native Indian families relocate to the Lower Mainland for reasons such as education, employment opportunities and due to a lack of housing in native Indian communities, all of which contributes to a high rate of transiency both within the city and in and out of the city.

Native Indian Advisory Committee

The Native Indian Advisory Committee was established in June 1982. It is chaired by the Deputy Superintendent, Dr. John Wormsbecker, and is made up of representatives from Native organizations, Musqueam Reserve, district Native programs, VESTA, VSTA, VSAA, related School Board consultants and District principals, and UBC.

The role of the Committee is:

1. to provide an advisory role for the Native Indian education programs in the district.
2. to provide a vehicle for regular, open consultation with Native Indian parents, and Native Indian organizations.
3. to seek funding for the implementation of Native Indian programs in the district.

For further information contact: Deputy Superintendent of Schools, School District #39, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Ph: 731-1131. (ext. 241).

6.61. School District #39, Vancouver

Native Indian Home School Workers

- *Home School Coordinator, Elementary, Secondary*

Four Home School Workers are responsible for handling problems, each in a separate area of the School District. The primary role of the Workers is to assist in the assessment and placement of Indian children in the schools. The Workers accomplish this by working closely with students, teachers, parents, counsellors, administrators, school health professionals and with others connected with outside agencies to determine the origin of problems and the best way of dealing with them.

Appendix A contains more detailed information on the Home School Coordinator role.

For further information contact: Lorna Williams, Native Indian Education Specialist, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Ph: 731-1131 (local 339).

6.62. School District #39, Vancouver

Native Indian Education Specialist

- *Coordinator, Consultant, Elementary, Secondary*

This position has five major areas of responsibility:

1. to provide leadership for the school district's native Indian Education Program
2. to act as consultant to the School Board as a whole. In this role the Specialist provides in-service teacher training, attempts to increase teacher awareness of Native issues, disseminates curriculum materials, and provides liaison with Native resource persons
3. to provide support to existing School District #39 Native Indian programs
4. to act as liaison between Vancouver School Board administration and district Home School Workers and Native Indian organizations in Vancouver.

For further information contact: Lorna Williams, Native Indian Education Specialist, School District #39, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z9. Ph: 731-1131 (local 339).

6.63. School District #39, Vancouver

Kumtuks Alternate Program for Native Indian Students

- *Alternative Program, Indian Studies, Language Arts, Counselling, Teacher Aide, Secondary*

Statistical evidence of the high drop-out rate of Native Indian students has long been a concern of educators. The drop out rate is highest between grades 6 and 9. Kumtuks was established to retain students during these crucial years and to act as a bridge back into the school system. The program upgrades basic skills, focuses on Native Indian Studies, and fosters pride and knowledge in the rich Native Indian cultural heritage.

The program objectives are: to develop sufficient basic skills to enable enrolment in and completion of a secondary school program; to develop an understanding of the urban environment—its uniqueness and demands on people; to develop the adaptive skills for successful survival in the urban environment and to develop a positive self-concept by emphasizing Native Indian culture.

The staff at Kumtuks includes one teacher, one childcare worker and one teacher assistant.

The program is for students who:

- are between 12 and 15 years of age and from grade 8 to grade 10 completion.
- show potential for academic or vocational growth
- show evidence of attendance problems prior to attending Kumtuks
- will benefit from a program emphasizing Native Indian identity. The program is not intended for students who have a long history of destructive behavior.

Upon completion of a referral, the Kumtuks Childcare Worker contacts the home and explains the program. The student visits the school and indicates whether he or she wishes to attend. The Advisory Committee examines the application and makes the selection decision. The student may be placed on a waiting list. The Kumtuks Childcare Worker contacts the referring agency, the school and the student as to the decision. Referral is completed only after a successful three week trial period.

The course of studies includes the following:

1. English: reading, spelling, writing, vocabulary building, composition, listening/speaking skills
2. Mathematics: essentials of Math 8, General Math 9 program (tutorial program for additional help)
3. Science: anatomy, physiology of the human body, ecology and first aid.
4. Native Indian Studies: historical, geographical, anthropological studies of Indians of British Columbia and other parts of Canada (emphasis given to tribes represented in Kumtuks program); extensive use of Native Indian resource people
5. Indian Arts/Crafts: beading, carving, Indian traditional art forms, design, leather work, etc.
6. Comparative Studies: examination of other ethnic cultures in Vancouver

7. Recreation/Physical Education: cycling, bowling, skating, swimming, athletics
8. Integration: students begin elective and academic courses at Templeton Secondary School.

One of the primary goals of the program is to integrate students into the secondary school at a level appropriate to their interests, age and ability. The strategies used to accomplish this goal are:

1. An assessment of the students readiness to integrate—based on attitude, committment and skills.
2. The support team for the student, consisting of a Kumtuks staff member, the school counsellor, a Native Indian school worker, classroom teachers and a social worker. The support team ensures that integration experiences are developed and monitored so that the student has the best chance for success.
3. An increasing amount of time spent by the student in the secondary school—depending on successful integration. This involves taking one course of the student's choice (an elective) at the secondary school, then two courses (an elective and an academic subject) followed by three courses and so on until total integration is achieved.

The Kumtuks Alternate Program is funded jointly by the Vancouver School Board, the Ministry of Education, and the Ministry of Human Resources. The program operates under the administration of Templeton Secondary.

For further information contact: Lorna Williams, Native Indian Education Specialist, School District #39, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z9. Ph: 731-1131 (local 339).

6.64. School District #39, Vancouver

Spirit Rising School

- *Alternative School, Indian Culture, Academic Skills Development, Elementary*

The program provides an accredited course of study for Native Indian students, the core of which is Native Indian history, culture, lifestyle and philosophy. The program:

1. focuses on the culture, history, values, traditions and lifestyles of Indian people
2. encourages and develops a sense of confidence in students and their identity as Indian people
3. explores Indian community values, needs and decision-making process
4. develops and encourages personal decision making, life skills and efficacy enabling Indian students to gain greater control over their lives
5. assists the personal development of students through contact and counselling conducted by Indian Elders and other Indian people
6. closely examines the values, traditions, history and contemporary events of non-Indian people in Canada and the world
7. explores the local non-Indian community as it relates to Indian people.
8. strengthens and improves the academic and social skills of students
9. develops educational skills and credentials leading students to better post-

secondary career opportunities

10. provides a forum in which students, parents and the community may plan, develop and implement programs, cultural events and activities of interest and importance to Indian people and their development.

This program focuses on the culture, history, traditions and lifestyle of Indian people, weaving Native Indian culture into a program which aims to develop academic skills, enhance awareness of Native culture and the local community and encourage social and personal growth. The school presently serves students in Grades 1-7. There are plans to expand the program to eventually include Grades K-12.

For further information contact: Lorna Williams, Native Indian Program Specialist 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Ph: 731-1131.

6.65. School District #39, Vancouver

Outreach

- *Alternative School, Academic Skills Development, Personal Development, Secondary*

Since 1973 Outreach has evolved to meet the needs of Native Indian youth whose efforts in the educational mainstream have not met with success.

The program is largely an attempt to adapt the school setting to the special needs of Indian students involved in Vancouver's "street life". Outreach attempts to provide a learning environment which emphasizes community cooperation and positive self-image while enhancing cultural identity and the students' sense of Nativeness.

Specific goals at Outreach are to improve students' skills in math and English; to encourage personal and social development and personal responsibility; to foster awareness and cooperation of parents and community support personnel; to provide life skills development; and to provide a strong support system for students whose lives may be periodically disrupted; to facilitate student recognition of problems in everyday life and a variety of methods of solving these problems.

Students are referred to Outreach by school counsellors and administrators, social workers, probation offices, Native courtworkers. Many come on their own initiative or on the advice of friends. Screening is fairly informal. The main criterion is that the student be 13-17 years old. Staff members make the final decision on admission.

Students are evaluated daily on their work, general work habits and overall performance. In addition students receive weekly and monthly feedback on their programs.

For further information contact: Mr. Steve Garrod, Outreach, 320 East Hastings Street, Vancouver, B.C. V6A 1P3. Ph: 689-3211.

6.66. School District #39, Vancouver

Cultural Enrichment Program/Native School Support Workers

- *Academic Skills Development, Indian Culture, Elementary, Self-Esteem*

The purpose of the program is to provide cultural enrichment and academic tutoring to Native Indian students from kindergarten to grade 7. Specific objectives include:

1. to stimulate academic improvement through the medium of cultural enrichment materials and experiences
2. to raise the level of self-esteem and self-worth of Native Indian students
3. to help teachers increase their awareness of Native Indian culture and to help sensitize them to the various cultural differences
4. to effect liaison with parents of Native Indian students, to encourage parents involved in the development of the project and to utilize them as resource people
5. to provide consistent liaison with a school based team, teachers and Native Indian resources
6. to acquire further knowledge and information on the needs of the migrant, urban Native Indian families
7. to develop in conjunction with school based teams, a methodology for evaluating the project

This is an in-school program for small groups of 3–5 children. Culturally relevant materials are presented for reading, discussion and study. Topics include the general history of Native peoples in B.C. and Canada, Native heroes, Native art, dance and folklore. Listening skills, oral skills and writing and reading skills are stressed and developed through a cultural enrichment approach. Where deemed appropriate one-to-one tutoring programs are offered. Workers make constant liaison with the student's teachers, counsellors, school based teams and families. The Cultural Enrichment Program is designed to stimulate academic improvement by using a medium which is very meaningful to Native Indian students. An annual evaluation of the program is carried out by the school's administrators and the Vancouver School Board Department of Research and Evaluation.

The program is funded by the Ministry of Education and the Secretary of State and is sponsored by the Vancouver Native Indian Youth Advisory Committee.

The programs are presently located in nine Vancouver elementary schools—Seymour, Britannia, Macdonald, Queen Alexandra, Nightengale, Carleton, Hastings, Tillicum, Southlands and two Secondary schools—Britannia and Vancouver Technical.

For further information contact: Lorna Williams, Native Indian Education Specialist, 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Ph: 731-1131 (local 339).

6.67. School District #39, Vancouver

Vancouver Native Indian District Resource Room

- *Alternative Program, Teaching Strategies, Elementary*

Vancouver District Resource Rooms were established recently in two elementary schools. The aim of the program is to provide support and assistance to students to ensure successful articulation and completion of a secondary school program. The District Resource Room Program offers, at the discretion of the school based team, a two to three year program for intermediate-aged native Indian students who exhibit average cognitive potential but because of their language and learning styles need to be taught in alternate ways than is traditionally presented. The design of this program is such that it allows for flexibility based on the student's needs, culturally, psychologically, emotionally, physically and academically. The program is provided in an environment conducive to their learning needs, one which reflects close warm relationships with high expectations and standards and is culturally compatible. The Instrumental Enrichment Program is the focus for instruction, because it is designed to help students think independently, learn more effectively and to transfer skills into academic instruction.

For further information contact: Lorna Williams, Native Indian Education Specialist, 1595 West 10th, Vancouver, B.C. V6J 1Z8. Ph: 731-1131 (local 339)

6.68. School District #39, Vancouver

Westside Native Indian Alternative Program

- *Academic Skills Development, Secondary*

Westside Native Indian Alternative Program is administered by and is situated in the Point Grey Secondary School. The program was established to assist students enrolled in Point Grey to achieve successful integration into the regular secondary school program by providing assistance in academic subjects, support in developing social and academic skills necessary for successful secondary school graduation. The program is staffed by one teacher and one alternate worker.

For further information contact: Lorna Williams, Native Indian Education Specialist 1595 West 10th Avenue, Vancouver, B.C. V6J 1Z8. Ph: 731-1131 (local 339)

6.69. School District #61, Victoria

Native Indian Education Division (NIED)

- *Curriculum, Indian Language, Counselling, Teacher Aide, Indian Culture, Art, Elementary, Secondary*

The philosophy of the Indian Education Division can best be described as a circle, encompassing all of life, that aims to develop greater self-awareness in students. We recognize that learning is a life-long, total process that takes place in the classroom, among families, through communities, and in the world at large. Aboriginal societies have always recognized the value of cooperation, a respect for nature, Elders and a unity of life.

The Development of Native Indian Education in Victoria

Efforts to directly address the special educational needs of Native students began in 1979 with the appointment of the Victoria Native Indian Education Commission which was later succeeded by the Victoria Native Indian Education Council. While maintaining a focus on Indian educational needs, the Council moved towards greater community input and direction through an elected, culturally representative board of directors.

Continuing the trend towards broader community input, intensive parental and community participation is now being sought to enhance the value of academic experiences for Native Indian students. Such involvement represents an essential feature of the wholistic approach of living embraced by both traditional and contemporary Aboriginal societies. Currently, a growing network of Native Indian students, parents and educators are creating such a collective community involvement and leadership in all areas of Native Indian education in Greater Victoria.

Overview of NIED

In keeping with the philosophy of Indian Education, the Native Indian Education Division (within the Curriculum and Instructional Services Department) functions as a "whole unit" that encompasses a variety of programs, personnel and services. The division takes a global approach in providing support and culture-specific services to Native students in district schools. The structural components of the NIED network are: Nied's Assistant Director, Parent-Community Groups and a staff committee system.

The NIED Assistant Director serves to coordinate, to advise and to liaise amongst the diverse components of the division. As a coordinator, the Assistant Director assures that the varied programs and staff members operate to complement each other in serving student needs.

Parent-Community groups will be formed to assist students in bridging the gap between formal education and the values of their cultural communities. It is hoped that this "linking" will bring skills and knowledge into Native Indian education that would

otherwise be unavailable.

Programs and Support Services

The distinctive and diverse art forms of Northwest Coast societies provide the opportunity to explore, and express pride in social and cultural roots. Such exploration and expression are integral to the 'wholistic' approach to Indian education. Elementary studies are currently in place at Blanshard, Craigflower, George Jay, James Bay and Victoria West Schools. Secondary studies are offered at Victoria and Esquimalt Senior Secondary Schools.

The elementary unit is based on traditional apprenticeships with Master Carvers. There is an emphasis on the composition of basic two- and three-dimensional artforms and on developing the vocabulary associated with Northwest Coast native art. Flexibility and extensive student participation in designing and producing individual artworks have made this program a success for both students and instructors.

The secondary level (grades 9 and 10) units continue with composition and design aspects. Additional studies of the societies and histories of Coast Salish, Kwawkgewlth, and the Nuu-Chah-Nulth tribal groups reimforce the importance of art in Native Indian cultures.

Throughout the Art program, students seek creative expression through painting drawing, silkscreening and woodcarving using both basic forms and traditional techniques.

Native Social Studies
A Grade 9 Native Studies curriculum is presently under development, to emphasize a Native Indian perspective of the history of North America, beginning with pre-Contact aboriginal societies. Students will examine European industrialization, nationalism and imperialism in the 18th and 19th centuries, and the impact of colonialism on First Nations peoples. Goals and outcomes have been developed as has the essential content for the first two of four units.

The Grade 10 Native Social Studies unit explores the important role of Native Indian First Nations in Canadian history, with special attention to the Red River Metis and Native Indians in British Columbia. Initially, the history of Canadian Confederation is studied with a focus on the Metis, the fur trade and the buffalo hunt in the old Northwest. Later, the status of First Nations in Confederation is assessed by examining the British North America Act, the Indian Act, treaties, and Canada's Indian affairs policies. Finally, an in-depth look at First Nations in British Columbia history will focus on the Hudson's Bay Company, the potlatch, aboriginal title and land claims. This unit has a strong current events component. The Grade 10 Native Studies unit has been tested at Victoria High, Esquimalt High, Shoreline Community and Central Junior Secondary Schools.

Also being developed is the grade 11 curriculum which will focus on human rights, urban influences, politics and policies of Canada's First Peoples. The effects of immigration, land claims, National Native Indian organizations and self-government of British Columbia's First nations are to be examined. Global issues of indigenous people

will also be examined in the light of world politics and trends. This portion is still largely undeveloped other than goals and anticipated outcomes.

Native Indian Special Learning Assistance Program (NISLAP)

NISLAP was initiated to provide direct and indirect help to native Indian students requiring culturally-attuned assistance to succeed educationally. Working in a Resource Room setting, Learning Assistance teachers assess student strengths and needs; evaluate and modify curriculum materials and act as school-based consultants to parents, school staff, district specialists and outside agencies.

Multicultural Teacher Assistants

In four district elementary schools (George Jay, Blanshard, Craigflower and Victoria West), Native Indian Multicultural Teacher Assistants work under the supervision of NISLAP teachers to provide a specialized enrichment in Native Indian culture for both Native and non-Indian students. They further provide role models and cultural liaisons to district Native Indian students.

Counselling Services

Native Indian counselling provides support essential to our students in meeting their individual academic, social and cultural needs in a learning environment. This support both allows our students to function effectively in multi-cultural classes and assists instructors in recognizing and meeting those unique needs. These cultural services are available to all Native students in the District. Native Indian counsellors regularly visit twelve schools and are available to others on a referral basis.

Alternate Re-Entry Program

The Re-Entry Program was initiated as a 'safe place' for native Indian students who have been designated as 'at risk'. Such a designation includes students experiencing cultural, emotional or psychological problems resulting from academic difficulties, displacement due to recent urbanization and low economic profiles. Placement in this program occurs only after all other school and district options are exhausted. Identification and screening places the student in an alternate school setting with a limited (8) class size.

This environment allows for the development of individual education programs for each student. Each program includes a minimum goal of functional literacy, and provides such supplementary skills as peer networking, health care, life-skills and recreation. The underlying intent of this program is to develop in each student the skills necessary to make a successful return to the regular academic setting.

Presently, the Elementary Re-Entry Teacher draws support from a Multicultural Teacher Assistant and a Family Advancement Worker.

New Developments

Family Advancement Worker

The Native Indian Family Advancement Worker is an employee of a non-government community service agency who works with NIED staff to promote more stable domestic environments for Native Indian youth as a means of improving their academic experiences. The Worker provides counselling on financial and domestic management skills and advises on how to better access existing community services for Victoria-area native families. The relationship between the Family Advancement Worker and NIED staff represents the growth of our community network across agency lines to access and make the most of the resources and services available to Native families.

Kindergarten

Plans are underway to introduce a Full Day Native Indian Kindergarten class in the fall of 1989. While still largely under development, the kindergarten program will carry positive Native Indian cultural values into the educational system at the entry level. As with other programs within NIED, this program will emphasize a wholistic approach in its goals and activities.

For further information contact: Marie Cooper, Assistant Director of Native Indian Education, Greater Victoria School Board, 556 Boleskine Road (P.O. Box 700), Victoria, B.C. V8W 2R1 Ph: (604) 381-3213 - Extension 254.

HAIDA

Thunderbird and Grizzly pole

Courtesy of the Royal British Columbia Museum

7.1. School District #50 (Queen Charlotte Islands), Massett

Queen Charlotte Island Readers

- *Language Arts, Curriculum, Elementary*

This collection of 21 readers and teacher resource guide is intended to encourage reading through the use of materials relevant to the community and environmental experiences of Queen Charlotte Islands children.

The reading series targets grades 1–3 students and was written and illustrated by local people. Sight words and phonetic skills incorporated in the readers conform to the provincially recognized reading series.

The series of books has proven to be valuable support material for the Social Studies curriculm, particularily at the Grade 4 level.

For further information contact: Mr. Bill Roper, Superintendent of Schools, School District #50, Queen Charlotte City, B.C. VOT 1SO. Ph: 559-8471.

7.2. School District #50, Queen Charlotte Islands

Haida Studies—Elementary

- *Curriculum, Indian Culture, Elementary*

The Haida Studies Project incorporates local Haida history and culture with existing Social Studies curriculum for grades 1–7. Local Haida resource people assist with instruction regarding unique art forms and cultural heritage. Teacher's resource book and guide are included with each kit. Project activities are based on level-appropriate materials.

Primary level materials include: photographic materials (1880–present), legends, posters and transparencies; colouring, mapping and drawing; and drama, sorting, and discussions.

Intermediate Levels reading materials include:

Grade 4: *Sea and Cedar*, Lois McConkey

Grade 7:

- *Those Born at Koona*, John and Carolyn Smyly
- slide presentations, QCI Museum
- regional geography
- video and filmstrip cassettes
- Haida language and art
- transparencies

-- constructions of villages and totem poles

Project evaluation has been completed by the Queen Charlottes Resource Center, recommendations for change noted and acted upon. Keen individual teachers have expanded their kits for their own use. There are Haida months where all the classes in the school are concentrating on Haida culture.

Kits have now been duplicated with a copy in the Provincial Resources Centre in Victoria. Extremely favourable response has been generated among students and community.

For further information contact: Mr. Bill Roper, Superintendent of Schools, School District #50 (Queen Charlotte), P.O. Box 8471, Queen Charlotte City, B.C. VOT 1SO.

7.3. Skidegate Band Council

Haida Language Program—Queen Charlotte Elementary Secondary School

- *Indian Language, Joint Project, Elementary, Secondary*

The goal of the Haida Language Program is to foster the Haida language among the Haida youth and to extend cultural awareness to Haida youth and to other non-Native participants.

Twelve Grade 1 students are instructed for 30 minutes each day in the Haida language. This is done by two Native Haida people. Non-participants are instructed by the classroom teacher. Program students are taught in a separate area.

The program may continue and may be expanded to the Grade 2 level.

For further information contact: Pearle Pearson, Skidegate Band Education Committee, P.O. Box 699, Queen Charlotte City, B.C. VOT 1SO.

7.4. Masset Band Council and School District #50 (Queen Charlotte Islands)

Haida Language Program—Tahayghen Elementary School (Masset)

- *Indian Language, Joint Project, Elementary*

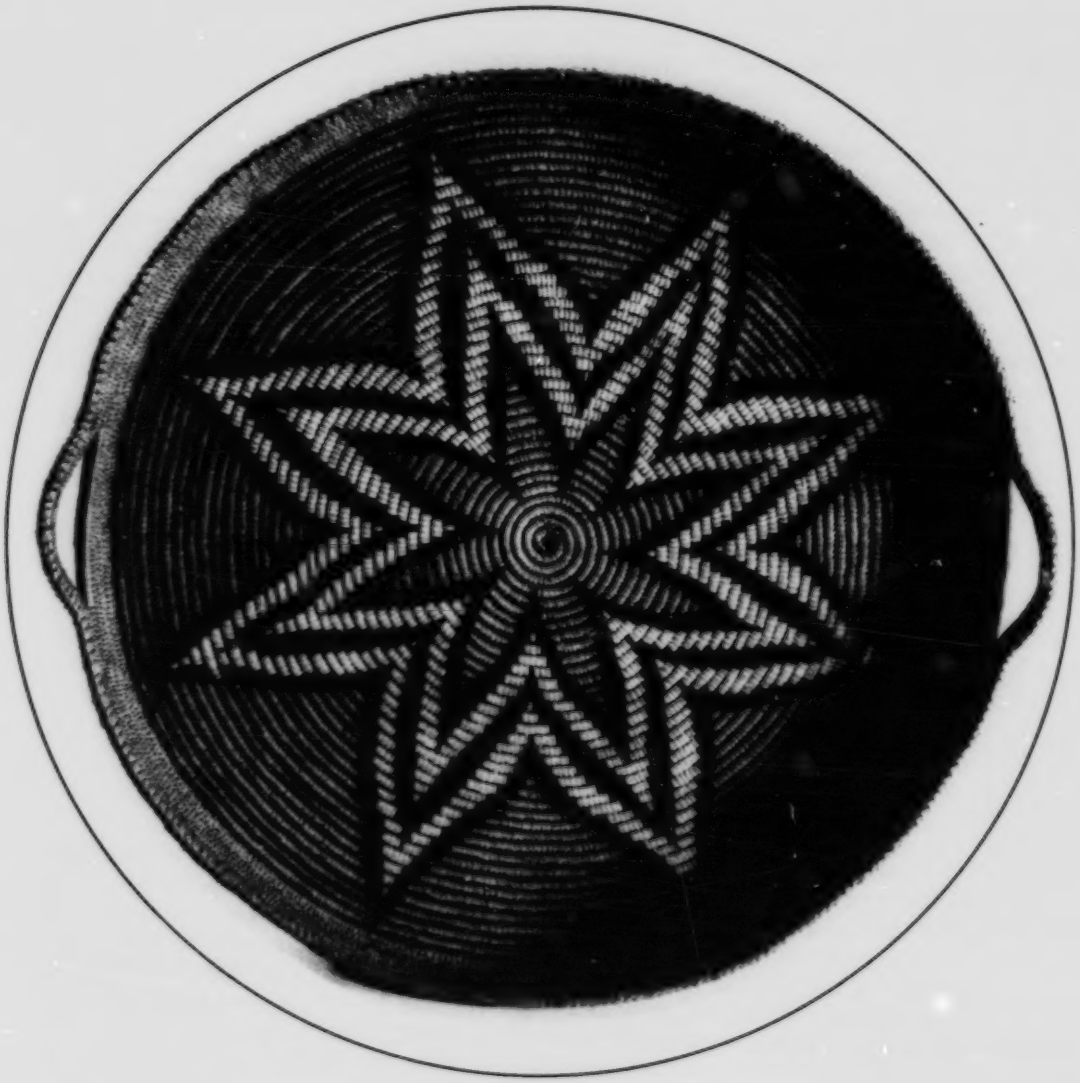
The goal of the project is to expose the Haida students to their native Indian Language and Culture.

This year the program is 150 minutes per week for grade 1-7. It is open to all students and scheduled opposite an Elementary French and other subjects in the primary grades, as a Second Language program in the intermediate grades and primary French and other subjects in the primary grades. The program is taught by

Haida Instructors one of whom is fluent in the language, the other two learning it as they go.

For further information contact: A. Ellis, Principal, Tahayghen Elementary School, P.O. Box 290, Masset, B.C. V0T 1M0. Ph: 626-5572.

INTERIOR SALISH



Cedar Root Tray

Courtesy of the Royal British Columbia Museum

8.1. Sxoxomic School Committee, Alkali Lake

Sxoxomic School

- *Band Controlled, Indian Culture, Indian Language, Teacher Aide, Home School Coordinator, Elementary, Secondary*

The Sxoxomic School enrolls 94 students and employs five teachers, four aides, a Home School Coordinator, three non-instructional staff and a principal.

The Band and people of Alkali Lake have determined a school philosophy that recognizes each person in the community as a unique individual with different experiences, skills and capabilities. The responsibility for education decisions is taken by the people of Alkali Lake. Education should take place in the community and should involve the parents and guardians. It includes local history, geography, and culture.

Some specific divisions in the school are Nursery/Kindergarten, Shuswap Language and culture, Special Needs, Sports and Recreation, Arts and Crafts, Counselling.

Additional service components include speech therapy, intramural sports, parent involvement, student travel and field trips, enrichment kindergarten auditory program and computer programs and kindergarten.

For further information contact: Principal, Sxoxomic School, Alkali Lake, B.C. V0L 1B0. Ph: 440–5618.

8.2. School District #30, Ashcroft, Clinton & Lytton

Native Counsellors

- *Counselling, Elementary, Secondary, Teacher Assistant*

The District employs four Native workers. A general description includes:

1. provide guidance and support to Native students within the school setting;
2. counsel, guidance, and liaison between Native families and the school in the school's catchment area;
3. liaison with other government agencies;
4. participation in cultural activities, court appearances, and funerals;
5. establish communication between parents, students, teachers, and administration;
6. counselling students on special problems such as alcoholism, drug abuse, and self–esteem;
7. cooperative assistance with organization of school intercultural activities with the Native community; and
8. provide in–class academic support to Native students experiencing academic difficulties.

The emphasis and priority depends on the needs of the students and school. These

positions have been in operation for three years.

For further information contact: Mrs. Betty Spence, Native Worker, David Stoddart Secondary School, Box 129, Clinton, B.C. VOK 1KO. Ph: 459-2219; Mrs. Dianne Morgan, Native Worker, Ashcroft Secondary School, Box 669, Ashcroft, B.C. VOK 1AO. Ph: 453-9144; Mr. Fred Alec, Native Worker, Cache Creek Elementary School, Box 128, Cache Creek, B.C. VOK 1HO. Ph: 457-6248; Ms. Irene Swakum, Native Counsellor, Kumsheen Secondary School, Box 60, Lytton, B.C. VOK 1KO. Ph: 455-2328.

8.3. School District #30, Ashcroft

Shuswap Language and Culture: 8, 9, 10

This is offered as an elective—one block in eight on a regular rotation. It has been in operation for one year. The purpose of the course is to:

1. promote a better understanding of the Shuswap culture and arts through the appreciation of the language;
2. promote oral use and practice by students of the language;
3. encourage a major project related to the students interest areas using the Shuswap language;
4. exposure to the effective use of Shuswap through the combined use of resource persons, and written literature; and
5. provide a review of children's literature depicting Native Indian life, both past and present.

For further information contact: Mrs. Janet Pierro, Ashcroft Secondary School, Box 669, Ashcroft, B.C. VOK 1AO. Ph: 453-9144.

8.4. North Thompson Indian Band, Barriere

Home School Coordinator

- *Home School Coordinator, Band Controlled, Elementary, Secondary*

The Home School Coordinator position is a full-time position funded by the Band, to serve as a special counselling resource person for Indian students and adults attending any educational institutions in the area.

The duties are:

1. communication with student, teacher and parents.
2. counselling students on a regular basis to support and encourage.
3. initiate parental and/or Indian involvement, to develop more community involvement in the school.
4. act as a resource person to the schools, the Band, DIA, parents, and Indian

organizations.

5. research and development of ideas and projects, including post-secondary programs and preparatory programs to help increase Native students' achievement in college or university.

For further information contact: Education Coordinator, North Thompson Indian Band, Chu Chua, P.O. Box 220, Barriere, B.C. V0E 1E0. Ph: 672-9995.

8.5. North Thompson Indian Band, Barrier

Neqweyqwelsten School

- *Band Controlled, Elementary*

Neqweyqwelsten School is managed by an Education Authority made up of parents of the community. They have a high level of parental involvement. Presently the school on the reserve provides Nursery through Grade 5. In September, 1989 the Band expanded to Grade 5. The Band is planning a facility which can be used for educational and cultural activities.

The Band employs a full-time elementary teacher, a full-time N/K teacher, a full-time teacher aide and 3 part-time language teachers.

The goals of the school are to:

1. develop a whole language program based on their children's needs
2. provide the children with a pleasant learning environment
3. develop a positive self-concept in the children
4. provide individual attention
5. integrate Shuswap language, culture, and history into the curriculum
6. ensure mastery of basic academic skills
7. employ Band people whenever possible

For further information contact: Nathan Matthew, North Thompson Indian Band, Chu Chua, P.O. Box 220, Barriere, B.C. V0E 1E0. Ph: 672-9995.

8.6. Canim Lake Indian Band, Canim Lake

Eliza Archie School

- *Band Controlled, Alternative School, Curriculum, Indian Culture, Tutor, Elementary, Secondary*

Eliza Archie School is an on-reserve Band Controlled education project. It is administered by the Canim Lake Band through an elected Education Authority. The objective of the school is to provide a local learning environment for the children of the Canim Lake Band.

The school adheres to the provincial curriculum, but utilizes cultural infusion, thereby adapting the curriculum to the students' cultural identity. The school utilizes community resource persons to assist teachers. At the high school level, on an intermittent basis, a local Indian point of view is given towards subjects. The school also utilizes community members for special tutoring, on a one-to-one basis with students.

The principal, in conjunction with the Education Authority, has conducted a formal evaluation of the school and the teachers. At present, basic methods of project evaluation include the use of the Canadian Test of Basic Skills and regular student school reports. Further project evaluation will be based on the Education Committee's philosophy of education goals.

The school's sources of funding include monies from the Department of Indian Affairs and the local School District. School District #27 funds part of the secondary component of the school. The school enrolment totals 90, including 32 high school students. The school's staff consists of one principal and five full-time teachers, plus 3 Teacher aides and a Native Cultural language teacher.

For further information contact: The Principal, Canim Lake School, P.O. Box 2230, 100 Mile House, B.C. V0K 2E0. Ph: 397-2333.

8.7. Canim Lake Indian Band, Canim Lake

Resource Technology Program

- *Band Controlled, Indian Culture, Secondary*

The Resources Technology Program combines the secondary core curricula from grades 8–12 using natural resources as the theme of particular relevance is the Native perspective, both historic and current. Forestry and agriculture have been the recent current emphasis.

For further information contact: Charlotte Christopher, Canim Lake Band, P.O. Box 1030, 100 Mile House, B.C. V0K 2E0.

8.8. Canim Lake Indian Band, Canim Lake

Professional Development

- *Band Controlled, Professional Development*

The Band has entered into a seven-year agreement with Gonzaga University of Spokane, Washington. The program works with the Band in the professional development of the Band and teaching staff. Band members attend summer school at Gonzaga University during the summer and then undertake distance education courses

during the regular year. At the completion of training Band members should have degrees in educational administration.

For further information contact: Charlotte Christopher, Canim Lake Band, P.O. Box 1030, 100 Mile House, B.C. V0K 2E0.

8.9. School District #24 and Little Shuswap Band, Chase

Peer Counselling

- *Peer Counselling, Joint Project*

In 1988, Chase Secondary School and Little Shuswap Band jointly organized training sessions for their youth to acquire skills in communication, listening and peer support. The group meets regularly on the reserve and in the school to work under the direction of the school counsellor.

Chase Secondary Students both Native and non-Native can ask to speak with Native Peer Counsellors outside of class hours.

Increased student self-concept and reduced placement in special classes is one of the benefits for Native Peer Counsellors.

As a result ofthis program, there has been a noticeable decrease in the number of strudents in Special Education Programs from the Little Shuswap Band.

For further information contact: Principal, Chase Secondary School, P.O. Box 319, Chase, B.C. VOE 1MO. Ph: 679-3218.

8.10. Anderson Lake Band, D'Arcy

Home School Coordinator

- *Home School Coordinator, Band Controlled, Elementary, Secondary*

The purpose of the Home School Coordinator position is to provide liaison between schools and students to ease problems causing learning disabilities.

The Anderson Lake Band has 36 students and as such is entitled to a half-time person to cover all aspects of education. Our students attend 2 elementary schools, and a high school in the public school system. We have no Band Operated school.

The main duty of the HSC is to set-up and coordinate the tutorial program through reviewing academic progress, working with students, parents and tutor. Regular contact with principals, teachers, parent groups at the schools, the school board and Indian organizations is also a high priority duty.

The position also covers all paper work, data base, funding projections, post-secondary students, school supply and allowance monies, transportation difficulties, etc.

Future plans include developing a Pre-School or day care program.

A unique aspect of the project was bringing the post- secondary students back to the high school to advise the grade 12 class on responsibilities of college life.

For further information contact: Debra Whitman, Education Coordinator, Anderson Lake Band, General Delivery, D'Arcy, B.C. VON 1LO. Ph: 452-3303.

8.11. Anderson Lake Band, D'Arcy

Tutorial

- *Teacher Aide, Tutor*

The goal of the tutorial program is to establish good study habits, to demonstrate to the students the value of having a quiet place to study with a qualified tutor available to help.

Although this service has been in existence in the past, this is the first year we have been able to employ a qualified Band member. Our tutor also works as a Teacher Aide at Signal Hill Elementary School and has a B.A. from the University of Victoria. She is related to many community members, and so can relate to the students' home environment and individual problems. She is a positive role model for our pupils.

The program operates 2 hours per night, Monday through Thursday and is usually held at the Band office.

For further information contact: Debra Whitman, Education Coordinator, Anderson Lake Band, General Delivery, D'Arcy, B.C. VON 1LO. Phone 452-3303.

8.12. Spallumcheen Indian Band, Enderby

Shihya School

- *Band Controlled, Curriculum, Indian Language, Self-Esteem, Indian Culture, Counselling, Teacher Aide, Tutor, Pre-School, Elementary*

The Spallumcheen Band School began as a Pre-School which flourished as the Band assumed more control. The school has been administered by the Band since 1977. It enrols children from Pre-School to Grade 4. There are two teachers and 2 teacher aides.

The main goals that the teachers are working towards are:

1. to develop self-esteem and level of confidence of the children
2. to enhance physical health and physical expression
3. to develop the academic skills beginning with oral language; language and math are at the core.

Other important goals are:

1. to develop respect for the natural environment
2. to help the children become independent and responsible
3. to develop an environment that constantly looks to the future
4. to prepare students to have a real choice for the future
5. to develop the skills and understanding to draw the best from both the Indian and non-Indian worlds
6. to develop a relationship with oneself and others; this is more than just development of social skills, it includes part of the spirtual
7. to develop an effective working relationship with the parents and the community.

The school teaches the provincial curricula. In addition there are sex education classes, a drug and alcohol program and a stress management program for youth. The school is trying to establish a peer counselling and greater parental involvement.

For further information contact: Jean Brown, Education Administrator, Spallumcheen Indian Band Office, Enderby, B.C. V0E 1V0. Ph: 838-6496 (local 12).

8.13. Kamloops Indian Band, Kamloops

Pre-school and Kindergarten

- *Band Controlled, Curriculum, Day Care, Pre-School, Kindergarten*

The Kamloops Indian Band has operated an on-reserve nursery for approximately 15 years. At present, eight children from the Band attend the nursery. The nursery employs one qualified full-time teacher and one full-time teacher aide; both are Native Indian. In addition, a day care service situated at the Kamloops Indian Residential School, which is partially Band Controlled and subsidized, is provided for Native and non-Native children who are from 18 months to 5 years old. The day care service is further subsidized by tuition paying parents.

Until September 1982, the Band also operated a kindergarten which is now part of the Seklep School which the Band established with School District #24. The school is described in a separate report.

The Band also maintains a library which has operated on the reserve since 1975 in conjunction with the Cariboo-Thompson-Nicola Library System. This relationship was established to bring the library closer to people, so that students have access to it which will thus help to improve their academic skills.

For further information contact: Home School Coordinator, or Kamloops Indian Band, 315 Yellowhead Highway, Kamloops, B.C. V2H 1H1. Ph: 372-9575.

8.14. School District #24, Kamloops

Native Education Coordinator

- *Coordinator, Elementary, Secondary*

The role of the District Native Education Coordinator is to provide leadership in and special focus on Native student education. The Coordinator forms an integral part of the district's educational support staff. Further, she/he works in cooperation with all other district staff to provide support and leadership throughout the district with special emphasis on Native education.

The Native Education Coordinator, under the direction of the Superintendent, assists teachers and native teacher aides in improving classroom instruction and program development for Native students. In exercising this function, the Coordinator may employ any or all of the following strategies:

1. advocate for Native students, programs and families;
2. providing on-site support and assistance to classroom teachers in the areas of teaching methodology, curriculum resources, evaluation procedures and classroom management;
3. assisting the district in the design and implementation of regular and/or exceptional programs for Native students;
4. developing curriculum materials and resources;
5. planning and conducting District workshops in response to teacher needs and District priorities;
6. planning and improving home school information and communication programs;
7. providing guidance and teaching techniques in Native (Shuswap) language programs;
8. working closely with native groups and organizations eg. Shuswap Nation Tribal Council, Secwepmc Cultural Education Society, Interior Native Friendship Society, Native Women Outreach;
9. other duties as assigned by the Superintendents's Office.

For further information contact: Christina Mader, Native Education Coordinator School District #24 (Kamloops), 1383–9th Avenue, Kamloops, B.C. V2C 3X7. Ph: 374–0679.

8.15. School District #24, Kamloops

Native Teacher Aide Program

- *Teacher Aide, Learning Assistance, Tutor, Indian Language, Indian Culture, Elementary, Secondary*

The purpose of this program is to improve native students' achievement and participation at school and give Learning Assistance to Native Indian students. Identity, socialization, self-image, respect and learning are addressed.

District schools operate with a high degree of independence. Although covered by a generic job description, each aide and principal work out a specific program that meets the needs of their school. Native Teachers Aides work in schools throughout the district. Typical program descriptions are as shown below for elementary and secondary schools.

Elementary

1. checks performance of Native students;
2. works on a one-to-one basis or in small groups with Native and non-Native students. Such extra drill may be given in specific areas such as language arts, mathematics, science or social studies;
3. arranges for Native resource people to model and explain their traditonal culture. Such visitors to classrooms show artifacts or demonstrate traditional skills, eg. beadwork, birch bark baskets, foods;
4. arranges for Native resource people to model and explain current native culture and issues. Such visitors to classrooms range from band chief to native constable or fisheries personnel;
5. helps prepare work packages for students to take home;
6. works closely with families, social workers, band Home-School Coordinators and other Native resources;
7. acts as Native role model in the classroom and throughout the school for both pupils and staff;
8. does regular teacher aide tasks.

Secondary:

1. tracks attendance of Native students;
2. checks progress and performance of Native students;
3. works as liaison between student and teacher and keeps family informed;
4. does one-to-one work with students under the direction of the Learning Assistance teacher;
5. works closely with school counsellors;
6. works closely with families, social workers, band Home School Coordinators and other Native resources;
7. refers Native students to Home School Coordinator if they are having difficulties that are stemming from the home;
8. arranges for classroom visits by Native resource people who model and explain current and traditional Native culture and issues.

For further information contact: Christina Mader, Native Education Coordinator, #24 (Kamloops), 1383 - 9th Avenue, Kamloops, B.C. V2C 3X7. Ph: 374-0679.

8.16. School District #24 and Kamloops Indian Band, Kamloops

Native Shuswap Language Project

- *Indian Language, Elementary*

The purpose of this project is to teach Shuswap language and culture to K–6 pupils.

The project involves development of Shuswap language teaching materials and instruction for about 50 Native Shuswap children who attend Sek'lep Elementary School. Instructions are provided by a Schuswap speaking Elder who works as a role model in the regular Native classroom. The Elder is employed by School District #24 in agreement with Kamloops Indian Band.

The District Native Education Coordinator is instrumental in the planning of the lessons. The emphasis is on hearing Shuswap spoken and on conversational Shuswap around cultural activities.

For further information contact: Principal, Ralph Bell Elementary School, 1764 Valleyview Drive, Kamloops, B.C. V2C 4B8. Ph: 372-7795.

8.17. School District #24 and Kamloops Indian Band, Kamloops

Sek'lep School

- *Joint Project, Kindergarten, Elementary*

Sek'lep School is a joint project of the Kamloops Indian Band and School District #24. The school began in September 1982. The main objectives of the school are cultural and academic enrichment.

The school encompasses grades K-6. There are 2.5 F.T.E. Native Teachers enrolling approximately 50 students. The school is administered by the school district through Ralph Bell Elementary School. Funding is provided by the school district from Ministry funds. The Education Committee of the Kamloops Indian Band is a significant part of the decision making process for curriculum and personnel.

Sek'lep adheres to the provincial curriculum except that Shuswap rather than French, is taught by a Native Elder. Students often attend events at Ralph Bell Elementary as well as host their own functions in order to involve the Native community in the school. Many of these involve Native Elders.

The school will enroll non-Native students up to one-third of its population. Sek'lep is located on the Kamloops Indian Band Reserve.

The unique aspect of the project is the joint administration by the School District and the Band.

For further information contact: Principal, Ralph Bell Elementary, 1764 Valleyview Drive, Kamloops, B.C. V2C 4B8. Ph: 372-7795.

8.18. School District #24 and Interior Native Friendship Society, Kamloops

Native Storefront School

- *Joint Project, Academic Skills Development, Secondary*

The Native Storefront School rents classroom space from the Friendship Centre. It takes students aged 15-25 and attempts to fill in any gaps in their education. The school district provides materials and the teacher. The Friendship Centre provides the use of a van twice a week, A/V equipment, secretarial services, and financial support or in-kind to about $1,200 a year to cover costs for special events and meals.

The Native Storefront School has been in operation since October 1987. The four main areas of concentration are Social Studies, Science, English and Mathematics. The younger students are encouraged to re-enrol in the public schools. Students who are 19 years or older are prepared to write the G.E.D. exams. The successful students at this level will enroll in College Preparation Courses at Secwepmc Cultural Education Society.

For further information contact: Principal, Norkam Secondary School, 730-12th Street, Kamloops, B.C. V2B 3C1. Ph: 376-1272.

8.19. Secwepemc Cultural Education Society, Kamloops

Secwepemc Media Center

- *Band Controlled, Indian Culture, Indian Language, Resource Centre, Research*

The Bands of the Shuswap Nation work together to preserve and record, perpetuate and enhance Shuswap language, history and culture. To support this, the Secwepemc Media Center, owned and operated by Secwepemc Cultural Education Society:

1. researches and collects vidio-tapes, films, audio-tapes, slide-tape productions.
2. collects and records the memoirs of the Shuswap Elders using audio-visual methods
3. utilizes the Shuswap Language to the fullest possible extent on Secwepemc Cultural Education Society Productions.
4. initiates and promotes audio-visual productions reflecting modern Shuswap development.
5. responds to training requests from Shuswap Bands.

A catalogue (Secwepemc Cultural Education Society Resource Center Catalogue) is available, listing the audio-visual policy of the Secwepemc Cultural Education Society, the audio-visual services offered, and a list of audio-visual holdings. The format of the

catalogue is intended to simplify location of materials listed. It includes an Index of the videos, slide-tapes, and archival photo-kits. The centre lists their holdings for loan to appropriate personnel and schools.

For further information contact: Secwepemc Cultural Education Society, 345 Yellowhead Highway, Kamloops, B.C. V2H 1H1. Ph: 374-0616.

8.20. Secwepemc Cultural Education Society, Kamloops

Interior Native College Entrance Program

- *Academic Skills Development, Band Controlled, Secondary*

The Interior Native University and College Entrance Program was initiated by the Secwepemc Cultural Education Society and the Interior Salishan Education Council. It is presently administered by the Secwepemc Cultural Education Society and is locally developed to prepare adult students intending to acquire a degree or diploma from a university or college. It is located in the former Kamloops Residential School building. This program has experienced a high success rate because of:

1. the belief that support from the Native communities are of utmost importance to students;
2. pre–testing ensures that students are placed in programs that best suit their needs;
3. individualized programming is designed to meet the long term goals of students;
4. dedication of students and instructors; and
5. the inclusion of Careers and Lifeskills courses.

This program is designed to upgrade academic skills in English, Algebra 11/12, Biology 11/12, and Career Planning/Lifeskills. Applicants for program must have been out of school for at least two years or have recently been a highschool graduate, be able and willing to write the CAT and not be below the grade 11 level on total Math, Language, and Reading. Recent transcripts should be included with applications and an interview scheduled with the Education Program Coordinator.

The Interior Native University College Entreance Preparation program is Native controlled and places emphasis on meeting the needs of Native adult students. This Prep program provides a structured environment that encourages success through community, staff and student support.

For further information contact: Interior Native University and College Entrance Program, c/o Secwepemc Cultural Education Society, 345 Yellowhead Hwy., Kamloops, B.C. V2H 1H1. Ph: 374-0616.

8.21. Secwepemc Cultural Education Society/Simon Fraser University

Native University Program

- *University Level Program, Band Controlled, Post-Secondary*

The SCES/SFU Native University Program was initiated in partnership between the Secwepemc Cultural Education Society and Simon Fraser University through an Agreement signed in early 1988. It is a program through which native students can acquire research and academic skills in social sciences and Native Studies.

This program, currently in its second year of operation, offers courses in Anthropology, Sociology, History, Linguistics and Archeology focusing on native content and native issues. The courses are taught in Kamloops at the former Kamloops Indian Residential School Building. The courses offered in the above disciplines, along with upgrading courses in Math and English, can be combined in various ways into first and second year university course loads with focus on Sociology/Anthropology or other social sciences. All courses are taught by qualified University level instructors resident locally or commuting from the lower mainland. A Native tutor-counsellor is available on-site for academic and life-skills counselling and support. SCES maintains close liaison with Education Coordinators throughout the area as well.

Currently, some 30 students are enrolled in the program in the first and second year levels. Some students are also enrolled at the UBC NITEP/First Nations House of Learning Centre, which also operates on-site. Plans for 1989-90 include the establishment of a Native Studies Research Certificate Program, as well as the institution of the SFU Co-op Program – an integrated work/study program which combines academic courses with work experience – on-site.

Unique aspects of the program include:

1. University level program operated in partnership between University and Native organization;
2. offers full load of university level courses with focus on Native Studies in the setting of the native community; and
3. oriented towards Native people acquiring and practicing research skills in Native issues.

For further information contact: Secwepemc Cultural Education Society, 345 Yellowhead Hwy., Kamloops, B.C. V2H 1H1. Ph: 374-0616.

8.22. School District #23, Kelowna and Westbank

Native Student Support

- *Counselling, Liaison, Elementary, Secondary*

The special Needs Program is designed primarily to provide support for Native Indian students with academic, social, emotional or family problems which interfere with the

students' success in school. This program is also designed to provide encouragement, assistance and professional development so that teachers and administrators may gain greater understanding of Native culture, values and effective teaching strategies.

The program is itinerant and serves students in their assigned schools. On the West side, the Native Support Worker works at Mt. Boucherie Secondary School and on the East side, the Native Support Worker works at Springvalley Secondary School.

The objectives of the Support Program are:

4. to provide support for students with social, emotional or family problems;
5. to provide counselling for students in the program;
6. to be a liaison between the school, home and any other agencies involved with the student; and
7. to provide teachers and principals with information and guidance about native culture, values and effective educational strategies.

For further information contact: Native Support Worker, Mt. Boucherie Secondary School, 2751 Cameron Road, Kelowna, B.C. V1Z 2T6; or Native Support Worker, Springvalley Secondary School, 350 Ziprick Road, Kelowna, B.C. V1X 4H3.

8.23. School District #16, Keremeos

Home School Coordinator

- *Home School Coordinator, Elementary, Secondary*

This program is designed to assist Indian children and their parents in providing the Home/School atmosphere that will be a positive force in the education of Indian children.

The Home School Coordinator is the contact person for both parents and teachers as they work together to ensure that Native children will be successful in their school life.

Truancy, tardiness, lack of homework, lack of materials and poor nutrition are major concerns that the Home School Coordinator deals with. He/she acts as a liaison between the home and the school and brings all the local services such as Human Resources, Health and Probation Officers to bear on any problems that might occur. He/she is the connecting link with the Band Office and the School, and meets on a regular basis with the Band Officers and social workers.

Home study programs are provided for those students who for a variety of reasons are unable to attend school. The Home School Coordinator helps arrange for these and helps monitor them.

For further information contact: Michael Roscoe, District Superintendent of Schools, School District #16, P.O. Box 16, Keremeos, B.C. V0X 1N0. Ph: 499-5825.

8.24. School District #16, Keremeos and Cawston

Indian Education Project

- *Indian Studies, Social Studies, Elementary*

The goal of the project is to provide a local Indian unit or work in the regular Social Studies so that a feeling of pride can develop in the district and within individuals. This then will promote both a better understanding of the Native culture and an identity for the Native children in the school.

A unit of work at the Primary and Intermediate level of two week duration has been developed and incorporated into the Social Studies Program. Materials used for this purpose are those developed over a three- year period by the Okanagan Curriculum Committee (Penticton). In-service has been provided for the staff, most of whom have now taught this unit for two years, and an Indian resource person hired to help teachers explain material, to collect available artifacts and materials, to plan field trips that would be relevant to the program.

For further information contact: Michael Roscoe, District Superintendent of Schools, School District #16, P.O. Box 16, Keremeos, B.C. V0X 1N0. Ph: 499–5825.

8.25. School District #29, Lillooet

Home School Coordinator

- *Home School Coordinator, Elementary, Secondary*

The Home School Coordinator's function is to act as liaison officer between the schools and the homes of the Indian students. The purpose is to work towards a greater understanding among the Indian people on matters pertaining to the education of their children.

The Home School Coordinator endeavours to make the education of Indian students more meaningful and worthwhile by:

a. visiting students and parents in their homes and at school;
b. encouraging regular attendance;
c. working with the Indian Communities, especially the Indian Education Committee;
d. encouraging Indian students to complete graduation from high school;
e. discussing with the school personnel potential improvements on school programs for Indian students.

Appendix A contains more detailed information on the Home School Coordinator role.

The project is supported through the Indian Education funding from the Ministry of Education.

For further information contact: Home School Coordinator, c/o Lillooet Secondary School, P.O. Box 760, Lillooet, B.C. V0K 1V0. Ph: 256-4274.

8.26. School District #29, Lillooet

Transition 1 & Transition 2

- *Readiness, Academic Skills Development, Kindergarten, Primary*

This is a remedial program designed for students who will likely experience difficulty in the primary grades. Its major objective is to develop basic academic and social skills to a degree that will allow the students to experience success in their first and second years of primary education.

Student placement in this program is based on scholastic aptitude test results, anecdotal observations by the classroom teacher, and academic and social growth during the Kindergarten year.

Monitoring of students is through teacher-developed checklists, observation of social development, standardized test results and visitations by administration and other supervisory personnel.

For further information contact: Mrs. Sallie Atkinson, Cayoosh Elementary School, P.O. Box 649, Lillooet, B.C. V0K 1V0. Ph: 256-4212.

8.27. School District #29, Lillooet

Rehabilitation Program

- *Academic Skills Development, Personal Development, Secondary*

The Rehabilitation Program is designed to provide an alternative setting for those adolescents who, for social and emotional reasons, have experienced great difficulty in the regular school system. Thus, the program offers a secure family-like environment providing a stable atmosphere within which the student has the opportunity to experience academic success, learn to accept responsibility and set meaningful personal goals.

The Program has two components, remedial and regular. The remedial component is designed to serve those students who are intellectually capable of success in school but who have failed to acquire intermediate level skills. The regular component serves those who possess these skills but are still behind grade level. The social program combines counselling with social and commitment contracts designed to produce acceptable behavior. Admission requirements, screening processes, and exit procedures are available.

For further information contact: Mike Kennedy, Lillooet Secondary School, P.O. Box 760, Lillooet, B.C. V0K 1V0. Ph: 256-4274.

8.28. School District #29, Lillooet

Special Needs Program

- *Academic Skills Development, Elementary*

This is a special needs program currently being offered to two Native fetal alcohol syndrome children at Bridge River Elementary School. Its major objectives are to provide basic academic and social skills and to enhance home school liaison.

Prior to placement in the program, pupils complete standardized testing procedures and the previous year's classroom teacher prepares a performance summary. During the program, individualized anecdotal records are kept. On completion of the program, overall student growth is evaluated through standardized testing.

For further information contact: Mrs. Bev Richings, Principal, Bridge River Elementary School, General Delivery, Shalalth, B.C. V0N 3C0. Ph: 259-8343.

8.29. School District #29, Lillooet

Tutors

- *Tutor, Elementary, Secondary*

The role of the tutor is to:

- Work with students of the Bands during and/or after school hours.
- Meet with teachers on a regular basis and observe in-class situations at the discretion of the teacher.
- Correct papers if it provides immediate feedback to the students.
- Work with students in the general academic areas, but need not pursue students completion of individual assignments.
- Work with study materials either provided or approved by the child's teacher, and engage in the following suggested tasks: listen to students read, practice drills in spelling and math, assist in memorization of facts related to Social Studies and Science and oversee practice in printing and handwriting.

For further information contact: Mr. John Uzelac, Superintendent of Schools, School District #29, P.O. Box 4282, Lillooet, B.C. V0K 1V0.

8.30. School District #29 Lillooet

Oral Language Development (Kindergarten)

- *Kindergarten*

This program is an extension of the morning kindergarten. The class consists mainly of the Native Indian students whose oral language skills need considerable improvement. The candidates of this program are identified from the morning kindergarten class at George M. Murray Elementary school and the morning and afternoon classes at Cayoosh Elementary School observations, parent input and the student performance on Test of Language Development (TOLD-P). Evaluation of student progress and program effectiveness is done in May/June.

For further information contact: Bal Sanghere, Cordinator of Special Services, Learning Resource Centre, P.O. Box 40, Lillooet, B.C. V0K 1V0. Ph: 256–4285. Fax: 256–7848.

8.31. Lytton Indian Band, Lytton

Home School Counsellor

- *Home School Coordinator, Band Controlled, Elementary, Secondary*

The Lytton Indian Band has a total population of 1254; 800 of whom are living on 57 reserves in the Lytton area. The Education Program services approximately 330 Band members. Most students attend one of the two public schools in Lytton, Lytton Elementary or Kumsheen Secondary. Post-secondary students attend college or university in other parts of British Columbia or Canada.

There are two home school counsellors who, utilizing a team approach, advocate for students and parents and assist students in taking responsibility for themselves and their education. The counsellors supportive role has been rewarded in the decrease in truancy, greater harmony between Native students and the school administration and greater involvement by parents in their children's education.

The Home School Counsellors currently administer a number of programs aimed at preschool age children (a Band Preschool and the Portage Project), elementary and secondary age children (busing, tutoring, in-school programs) and adults (community literacy and post-secondary programs). They also administer community-oriented services such as a drop-in centre. As administrators, they advise, provide encouragement to staff, and facilitate program development, evaluation and funding.

The Home School Counsellors also work with community groups, functioning as education resource persons for widely diverse groups from tribal education councils and college advisory boards to mental health and social service groups.

For further information contact: Nonie McCann or Audrey Sam, Lytton Indian Office, P.O. Box 20, Lytton, B.C. V0K 1Z0. Ph: 455-2455 or 455-2304.

8.32. Lytton Indian Band, Lytton

Tutoring Program

- *Tutor, Band Controlled, Elementary, Secondary*

This program is administered by the Lytton Indian Band Education Department.

The goals of the Project are:
1. to work on a one to one basis so the student's specific individual educational needs can be met.
2. to develop rapport with each student as an individual.
3. to enlist parents as tutors, thereby encouraging them to be more involved with the school system and to act as role models for their children.

The program began in September of 1987. A two-day workshop to train tutors was offered to interested persons. Both Native and non-Native individuals have become involved and currently there are 26 tutors. The program operated from October to June, two days per week in the elementary school and two days in the secondary school. The tutoring program is divided into three blocks. For the first block (October to December), only the elementary program was functioning, however, the secondary program began in the January to March session. All students tutored at the elementary level were Native ages 12 to 22. At the secondary level there were 12 and 9 students respectively in the two time periods. Each time, all students but one, were Native.

Students were tutored for one hour after school. This program is voluntary and students, parents, teachers, tutors and coordinators discuss together what skill will be worked on. Students can be referred by their principal or their parent. Tutors and teachers report in writing on the student's progress during the time he/she is being tutored. The program as a whole is organized by a coordinator who is responsible for both the elementary and secondary schools.

In the future, it is hoped that more tutors can be found for the high school and that in-school tutoring can be introduced. The use of contracts will also be implemented.

This program is unusual in that it is not a homework program and in that it specifically trains parents and other interested persons to become tutors for the community's children.

For further information contact: Sheila Adams, Tutoring Coordinator, Lytton Indian Band, c/o Education Department, P.O. Box 20, Lytton, B.C. V0K 1Z0.

8.33. Lytton Indian Band, Lytton

Lytton Band Portage Project

- *Readiness, Pre-School, Band Controlled*

The Lytton Band Portage Project was a one-year project (October 1987 to June 1988) which focused on the development of pre-school children. Eleven children were in the program, of which eight were seen regularly. Children were seen both individually, with their parents and in groups. Parents were given behaviour checklists and were informed of novel ways to use household articles to teach their children. Children also had an opportunity to play with materials that were not available in their home. Group sessions gave children a chance to play with peers and parents an opportunity to exchange ideas with other parents. It seemed to be an enjoyable experience for all as parents realized how much they could teach their own children.

For further information contact: Noni McCann or Audrey Sam, Lytton Indian Band, P.O. Box 20, Lytton, B.C. V0K 1Z0. Ph: 455-2455 or 455-2304.

8.34. School District #30, Lytton

Thompson Language and Native Studies

- *Indian Language, Indian Culture, Secondary*

Thompson Language Grades 7-9

A Language Teacher is employed 15 hours a week by the School District for this non-accredited, elective course. The teachers is Marion Rent. The program has been in operation for four years.

Courses of study encourage students to explore their cultural origins and identify: past, present and future. Themes include: fishing, hunting, housing, legends and stories, spring food gathering, and the Native community. Language is integrated into an active participatory program based on the themes described.

Indian Studies 9-10

Deb Draney, Teacher is in charge with Mrs. Bent as a local resource person and Nonie McCann assisting in this locally developed elective; one course is available to grade 9 and/or 10 students. This program has been in operation for three years.

This program offers students a historical perspective on issues relating to Nlha>kapmux. Included are impacts of the fur trade, gold rush, residential schools, and current issues in Native affairs in the Lytton area.

For further information contact: Richard Randle, Principal, Kumsheen Secondary School, Box 60, Lytton, B.C. VOK 1KO. Ph: 455-2328.

8.35. School District #30 and Lytton Indian Band, Lytton

Primary Transition Class

This program is for a small group of children who completed a Kindergarten program, but do not have the language skills to cope with a Grade 1 program. This program is language centred, and operates at Lytton Elementary School. It has been operating for 3 years.

For further information contact: Mrs. Sharon Smith, Lytton Elementary School, Box 219, Lytton, B.C. VOK 1KO. Ph: 455-2215.

8.36. Nicola Valley Indian Administration, Merritt

Indian Education Coordinator/Home School Coordinator

- *Education Coordinator, Home School Coordinator, Elementary, Secondary*

Because of decentralization of the Coldwater and Upper Nicola Bands, the Nicola Valley Indian Administration Education Department now employs one person to handle the duties of Education Coordinator in conjunction with the Home-School Coordinator duties for the Lower Nicola, Noolatch and Shackan Bands.

Education Coordinator

The Education Coordinator for the Nicola Valley Indian Administration is a full-time position funded by the Lower Nicola, Shackan and Noolatch Bands. The Education Coordinator is responsible for the administration of the education budget of the Nicola Valley Indian Administration. This includes in-school projects, curriculum development, cultural education center, a Band controlled alternate school, as well as student support allowances and programs at the adult levels. In addition the Education Coordinator is expected to liaise with the School District, Cariboo College (particularly through the Cariboo College Indian Advisory Committee), federal progams, and the education components of the various Indian organizations and groups. The Education Coordinator is to serve the Native people of the Nicola Valley area.

Home School Coordinator

This project is administered by the Nicola Valley Indian Administration, the Lower Nicola, Shackan and Nooaitch bands.

The purpose of the project is to provide: academic/career/personal counselling to Native

students; liaise with students, parents, teacher/instructors; encourage academic excellence—coordinate field trips, incentive groups, career fairs; and assist and coordinate workshops and various activities for and with students.

The Home School Coordinator visits the schools, both public and band operated schools and meets with teachers, students, parents and to discuss students' progress and performance.

For further information contact: Education Coordinator, Nicola Valley Indian Administration, P.O. Box 180, Merritt, B.C. VOK 2BO.

8.37. Nicola Valley Indian Administration, Merritt

Lower Nicola Valley Elementary School

- *Band Controlled, Indian Culture, Indian Language, Pre-School, Elementary*

The goals of the school are:
1. To provide a solid academic foundation for students.
2. To develop cultural curriculum to give the students an understanding of their culture from past to present to future.
3. To encourage a positive attitude in our staff and ensure that they understand and promote our phisosophy.
4. To recognize students as individuals with individual needs.

The school phisosophy is "to provide an effective educational system which will encourage our students to develop to their fullest potential."

The Lower Nicola School is located on the Shulus Reserve. The school expanded from Nursery/Kindergarten to grades 1-2 in 1986. In 1989, it will be accommodating up to Grade 7. Enrolment for the 1988/89 school year is 60 students. There are 13 staff members, all of whom are Native, including 3 Teachers.

The school presently has a part-time Curriculum Development Coordinator on staff who is working with local Elders in developing a Thompson Language Program for the school.

For further information contact: Rona Sterling-Collins, School Manager, Lower Nicola Band School, Box 188, Merritt, B.C. VOK 2BO. Ph: 378-4248.

8.38. Coldwater Band, Merritt

Coldwater School

- *Band Controlled, Self-Esteem, Indian Culture, Pre-School, Elementary, Secondary*

This project is administered by the Coldwater School Board. The goals are to provide a young person with school experience that will enable him or her:

1. To understand and appreciate the culture and value system and how it compares with others.
2. To assume a gradually increasing responsibility for oneself and others.
3. To become increasingly aware of the Native communities.
4. To acquire the knowledge and skills for assessing challenging and satisfying careers and for making a positive contribution to the community.
5. To develop the appetites and techniques necessary for life-long, self-initiated learning.

The Coldwater School has been in operation since September 1984 and resides on the Coldwater Reserve. The school is run by a Program Manager, Acadmics Instructor and the Coldwater School Board. There are presently 4 teachers. The students range from Nursery to Grade 12.

Community resource people come in to teach the Thompson language and also teach a little about culture.

Future plans include developing cultural and language curricula for use in the schools.

An important aspect of the project is bringing Native role models into the school to give presentations and workshops to the students, teachers and community members.

For further information contact: Mrs. Janice Antoine, Program Manager, Coldwater School, P.O. Box 188, Merritt, B.C. VOK 2BO. Ph: 378-9261.

8.39. Upper Nicola Band, Merritt

N'Kwala School

- *Band Controlled, Indian Culture, Elementary*

The school is administered by the Upper Nicola Education Authority. The goals of the school are the same as those of the Coldwater School described above.

The Upper Nicola N'Kwala School (Douglas Lake) has been in operation since September 1983. School enrolment is 47 elementary students and 19 secondary students.

School programs are under the direction of the School Board which in turn is responsible to the Band Council. The schools have a program manager, academic facilitators and resource people on call. The program is regularly evaluated by the instructors and School Board.

Philosophy: Education is defined to include all the factors contributing to the growth and development of the total person—physical, intellectual, emotional and spiritual. It therefore includes the formal and non-formal learning experiences as well as that which goes on at home, in the playground, on the street, and at work. In its fullest sense, education is the process by which a culture is preserved, enhanced, and perpetuated by its citizens. It is essential, therefore, that the formal "school" experiences harmonize with and enhance the non-formal learning experiences within the community, and in turn develop the human resources capable of bringing to fruition the plans and aspirations of the community.

For further information contact: Phillip Manuel, Education Program Worker, Upper Nicola Band, Box 37, Merritt, B.C. V0K 2B0. Ph: 350–3370.

8.40. Nicola Valley Indian Administration, Merritt

Shackan School/Nicola Valley Alternate School

- *Alternative School, Academic Skills Development, Secondary*

Shackan School/NVAS is administered by the Shackan Indian Band.

The school has been in operation since November, 1982 for members of the five Nicola Bands, and young people of Native ancestry who reside on/off the reserves. It presently has capacity for 22 students.

The school is designed to accommodate young adults, ages 14 to 25, who are unable to cope within the public school system, and who are experiencing personal and family difficulties that prevent them from successful academic achievement and a wholesome lifestyle. Applications are also accepted from individuals whose preference is toward Band operated and controlled schools.

The aim of the program is to provide a learning environment of positive, practical experiences for Native youth to prepare them for the responsibilities of adulthood and the work force. The program objective is to operate the school on a nongraded basis that will enable the young people to progress academically ready to write the provincial G.E.D. exam providing eligibility requirements are met.

The curriculum consists of 60% academic studies in math, science, english, physical education and social studies; 24% cultural education studies that include the Nle?kapms language, natural edibles and medicines, customs and community interaction, political structure and impact; and 16% personal growth and skill development that includes individual re-evaluation, attitude and behavior modification, communication, economics, self-image and esteem, interpersonal dynamics of self relience and self determination,

family planning and relationships, and craft projects.

The curriculum framework is divided into three components which are presently under development, and they are:
1) LIFE Program: (14 yrs+) The learning initiatives in functional education program is designed to meet the needs of students with moderate learning modalities. This program involves a course of studies that involves the five subject areas and life survival techniques. The anticipated outcome upon completion of this program is that students may ladder into the advanced programs within the school, or continue their studies in a special trades training centre.
2) P.A.S. Program: (14–19 yrs+) The progressive academic studies program involves a nongraded course of studies that is designed to provide a non-threatening learning environment that will enable the students to acquire academic knowledge and skills to meet the provincial G.E.D. requirements. The time frame for this program is four years.
3) G.E.D. Preparation Program: (18 yrs+) This program will provide the student with the necessary knowledge and skills to successfully complete the provincial G.E.D. written exam. The program includes career planning, work experience, B.C. service guide, and personal portfolio, along with personal growth and awareness. The length of this program is a maximum of 18 months and a minimum of 10 months.

The school has two staff members, a manager/instructor and a teacher/busdriver. Both have a background academic preparation in the NITEP program.

It is hoped that with the improvements of the operations and structure that the school will become the centre where young people will be able to complete their education in surroundings that are comfortable, but challenging. Change facilitates opportunity.

The philosophy of the program is as follows: "Within the spirit and the policy of Indian control of Indian education, it is in the Indian tradition that each adult is personally responsible for each child to see that he learns all he needs to know in order to live a good life. We want our children to learn that happiness and satisfaction come from pride in one's self understanding, one's fellow man, and living in harmony with nature. Pride encourages us to recognize and use our talents as well as to master the skills needed to make a living".

For further information contact: Ms Ruby Adams, Education Coordinator and Martha Aspinall, Academic Instructor, Nicola Valley Indian Administration P.O. Box 188, Merritt, B.C. V0K 2B0. Ph: 378-4235 or 378-4711.

8.41. Nicola Valley Institute of Technology, Merritt

Nicola Valley Institute of Technology

- *Academic Skills Development, Post-Secondary*

The goal of the Nicola Valley Institute of Technology (NVIT) is to provide Native Indians with access to a system of highest quality post-secondary academic and career

educational training on their terms.

The NVIT was initiated in 1984 to respond to two major objectives. The first objective was to improve the opportunities for meaningful careers for Band members. The second was to fill the need for skilled, certified leaders and managers of Band resources and enterprises. The Nicola Valley Institute of Technology holds a private educational institution trade license and can offer diplomas and certificates. The Nicola Valley Institute of Technology has affiliation and accreditation agreements with the the College of New Caledonia, Cariboo College, Fraser Valley College, Saskatchewan Indian Federated Colleges, University of Lethbridge, among others.

Seven full-time post-secondary programs will be offered for the 1989/90 academic year. NVIT also offers extensive part-time programming which includes career and university transfer programs.

Current Programs:
1. Administrative Management—Small Business, Finance
2. Natural Resource Technology, Forestry, Wildland Recreation
3. Applied Arts—Fashion Design, Graphic Design
4. University Transfer
5. College Preparation
6. Social Work
7. Community Economic Development

For further information contact: Nicola Valley Institute of Technology, P.O. Box 399, Merritt, B.C. V0K 2B0. Ph: 378-2251.

8.42. School District #31, Merritt

Primary Adjustment Classes

- *Learning Assistance, Language Arts, Math, Elementary*

The goals of the program include:
1. The provision of a stronger, less frustrating start in school.
2. the expansion of English language skills with emphasis on: oral vocabulary, correct sentence structure and speech, listening skills, verbal reasoning, number sense, computation and problem solving, reading, spelling and printing.
3. Completing regular grade 1 program.
4. Providing individual programs and as much one-to-one and small group tutoring as possible.

This program is designed for children who require specialized assistance to succeed in their first three years of school. They may not have the prerequisite kindergarten experiences, the language skills, or they are less mature than their peers. The program is designed for a maximum of two additional primary years

Screening for possible placement is done jointly by the kindergarten teacher, the grade

1 teachers, Learning Assistance teachers, and Primary Adjustment teachers, with referral to the principal for placement. Formal instruments used include readiness tests, individual standardized tests, the Peabody Picture Vocabulary Tests and kindergarten and language arts inventories. Informal objectives and standardized tests of visual perception, hand eye coordination, and listening skills are made. The students' use of vocabulary and formal sentence structure in speech, their verbal reasoning and their number sense are also assessed.

There is continuous evaluation throughout the program using both formal and informal tests. Selected cases with serious difficulties are referred for periodic reassessments and assistance with program development. The program is fluid and students are moved out into the regular classes when it is apparent that their progress is equal to that of the students in the other classes.

In Merritt Central School two teachers teach the class of 25 students on individual programs. A similar program operates at Nicola-Canford Elementary school. The program is partly funded by the Ministry of Education.

For further information contact: Mr. Burt Wiley, Principal, Merritt Central Elementary School, P.O. Box 9931, Merritt, B.C. VOK 2BO. Ph: 378-9931.

8.43. School District #31, Merritt

Native Support Workers

- *Tutor, Counselling, Secondary*

This program is designed to provide the students with tutorial assistance and cultural and personal support. The workers attempt to bridge the culture gap between the teachers and their students. There are 2 positions presently filled in the Merritt schools. As well as tutoring students and providing informal counselling, the workers have organized clubs and field trips for them. The teachers can call on the workers to add Native Indian views to materials in the curriculum or to arrange for Native Indian resource people to come to classes to augment course material. The teachers make regular use of this opportunity. This program is partly funded by the Ministry of Education.

For further information contact: Mr. Dale Fiddick, Superintendent of Schools, School District #31, P.O. Box 2280, Merrit, B.C. V0K 2B0. Ph: 378-2022.

8.44. Mount Currie Band Council, Mount Currie

Xit'olacw Community School

- *Band Controlled, Indian Language, Indian Culture, Self-Esteem, Elementary, Secondary*

The goal of the school is to provide a comprehensive education to the students of Mount Currie which will reaffirm their Native heritage in the context of today's society.

The Xit'olacw Board of Education, eleven members of the community elected every two years, is responsible for administering the Band-controlled system which presently enrolls 200 students, Nursery through Grade 12. The school employs 18 full time teachers, 4 part-time teachers and numerous resource people from the community. Lil'wat Language is required of all students, Nursery through Grade 12, and Lil'wat culture is the focus of the school's Social Studies curriculum.

At the elementary level, Language is pivotal to all other subjects and is taught at achievement levels, allowing children from different grades to study in a group at one harmonious level. In the secondary school, a modular program has been developed to address both the academic needs and interests of the students. Divided into a four term academic year, the course offerings include the standard subject areas of English, Math, Social Studies, Science, Commerce, Computer Science, Physical Education, Industrial Education, Home Economics, and Art. In addition, students are given the opportunity to take courses in Agriculture with the Cultural Curriculum Centre (employing a curriculum developer, a researcher, and an artist); courses are offered in basket and drum making, beadwork, herbal medicines, Indian issues, etc.

The Xit'olacw-Mount Currie program strives to achieve for each individual a sense of personal worth and identity, giving meaning to the students' past and direction to their future.

Recognizing the importance of continuing education and training, the Xit'olacw Board of Education also administers Post-Secondary Programs (on reserve courses and off-reserve funding), Manpower Training Projects, and Adult/Community Education.

For further information contact: Administrator, Xit'olawc Board of Education, Mount Currie, B.C. V0N 2K0. Ph: 894-6131.

8.45. En'owkin Centre, Okanagan

En'owkin Centre

- *Band Controlled, Resource Centre, Indian Culture, Indian Language. Curriculum, Professional Development*

The purpose of the Centre and the Okanagan Indian Learning Institute is to plan, develop and implement a comprehensive approach to better Indian education. The Chiefs of the Okanagan mandated the Institute to carry out a planning phase for this strategy. This phase was completed and recommended by the Chiefs for implementation early in 1984. In 1985 the Okanagan Indian Learning Institute and many other programs and services of the Okanagan Indian Educational Resources Society amalgamated under one umbrella name, called the En'owkin Centre. At one time, 1984, the Okanagan Indian Learning Institute focus was on course offerings which address education specific to the needs of the Okanagan Nation. In addition to Theytus Books Ltd., the En'owkin Centre also encompasses the En'owkin International School of Writing and an Okanagan language project for grades 8–12 as a second language requirement for university entrance.

En'owkin (pronounced as en-OW-kin) is an Okanagan word which loosely translates as the concept of the En'owkin Centre as:

> A challenge and incentive given through discussing and thinking together to provide the best possible answer to any question.

Each function of the En'owkin Centre serves to promote, enhance and develop people and resources for the benefit of the Bands and member organizations. The objectives include:

1. To improve communication between individuals and organizations who share a concern for the education of Indian people.
2. To plan and provide education services to Indian people;
3. To maintain and preserve existing historical/cultural materials of the people.
4. To provide Library and Archival services to persons interested in increasing their awareness of Okanagan culture;
5. To control the use of the Okanagan Indian Curriculum Project materials and to provide in-service training in their use for teachers.

Okanagan Indian Curriculum Materials

The Okanagan Indian Curriculum Project materials were developed in cooperation with the Okanagan Bands and school districts. They consist of curriculum materials and Okanagan Indian cultures for students from Grades K to 11. The K-6 materials are complete, and the 7–11 materials are available for field testing. The Centre provides consultation and in-service for use of the materials. This is currently under revision.

Cultural and Historical Library and A/V Materials

This service is offered to all Bands, Native Organizations, schools, Okanagan College

students, teachers and individuals. This service is currently under expansion through a summer student youth project which will add new materials to the library. The library contains many published works on Okanagan and other Indian peoples.

The A/V teaching aids and Native productions repository services are offered to all Okanagan Native organizations, schools and individuals. Service is currently under expansion.

Cultural and Historical Archives

This service is offered to all Indian Bands, organizations and individuals of Native ancestry for their use in developing a better knowledge of their culture and history. The archives contain maps, documents, letters and other correspondence, photographs as well as an audio and video archives of Elders. This service is currently under expansion.

For further information contact: Jeff Smith, Director, En'owkin Centre, 257 Brunswick Avenue, Penticton, B.C. V2A 5P9. Ph: 493-7181.

8.46. Osoyoos Indian Band, Oliver

Education Coordinator

- *Coordinator, Counselling, Elementary, Secondary*

This a 10 month full time position, 1/2 time during the summer months.

The Education Coordinator administers finances for education purposes and needs. She is under the supervision of Chief and Council. She is reponsible for the education, financial and personal needs of all native students in her area. She counsels students in Vocational, personal and cultural development. Her caseload is approximately 95 students ranging from Pre-School to Post Secondary.

She is a member of the Tribal Education Committee. She serves on several local boards and committees in the area.

For further information contact: Ms. Debbie Baptiste-Beauclair, Education Coordinator, Osoyoos Indian Band Office, R.R. #3, Site 25, Comp. 1, Oliver, B.C. V0H 1T0. Ph: 498-3444.

8.47. School District # 1 (South Okanagan), Oliver

Teacher in Charge of Indian Education

- *Language Arts, Counselling, Elementary*

This program provides a full-time teacher in the schools to insure a supportive, encouraging presence for Native students as well as a liason person between the parents and the teachers of the schools.

The teacher spends approximately 2/3 of each day in Tuc-el-Nuit Elementary and Oliver Elementary School working with Native students. The Native students needing support are identified in the fall and a program designed for them. The teacher designs and oversees the programs and students. He is also available as a counsellor.

When possible the teacher aids other teachers in the development of Native Studies units by gathering and presenting material and locating resource persons.

Other duties involve counselling high school students, and being available for after school tutoring. A successful study/social night is held once a week at the Band office.

The work as a liaison between parents and teachers has a positive effect on the students and community.

The Band Education Coordinator and the Teacher in Charge work closely together and share the responsibility for the students of the Osoyoos Band.

Future Plans include possible implementation of a Native Language Program in Tuc-el-Nuit Elementary School.

For further information contact: Teacher in Charge of Indian Education, c/o Tuc-el-Nuit Elementary School, School District #14, P.O. Box 880, Oliver, B.C. V0H 1T0. Ph: 498–3415.

8.48. School District #14 (South Okanagan), Oliver

Teacher Aide for Native Students

- *Teacher Aide, Elementary*

This program provides support for teachers of elementary grade students as well as support for the Teacher in Charge of Indian Education. Many Native students who have repeated, have done so in Kindergarten and Grade 1 due to weaknesses in language use and this program is designed to help those students. It also allows the Teacher in Charge of Indian Education more flexibility in the counselling and liason role.

The teacher aide uses programs designed or recommended by the Special Education Department, Teacher in Charge, or classroom teacher.

The program was started in November 1987 and has proved to be successful. At the moment, the aide works 2 hours a day from 9:00 a.m. to 11:00 a.m.

For further information contact: Teacher in Charge of Indian Education, Tuc-el-Nuit Elementary School, School District #14, P.O. Box 3415, Oliver, B.C. V0H 1T0. Ph: 498–3415.

8.49. School District #48 (Howe Sound), Pemberton

Home School Coordinator for Mount Currie Pupils

- *Home School Coordinator, Indian Culture. Crafts, Elementary, Secondary*

The Ministry of Education provides funding for a Home School Coordinator for about 100 pupils from the Mount Currie Band since November 1979. Preliminary discussions with Chief Stager initiated this position being created. The Coordinator acts as a liaison officer between schools and homes of the pupils. The purpose of the liaison is to promote better understanding between the home and school on all matters pertaining to the education of the children. The Home School Coordinator makes the education of pupils more meaningful and worthwhile by:

- visiting and counselling students and parents at home and at school
- encouraging regular attendance
- liaising with Band Council and social service agencies
- arranging for Native resource people for the schools
- encouraging students to complete graduation from secondary school, and
- holding discussions with principals and making suggestions as to how school programs for individuals may be improved.

Communication between the Home School Coordinator and the Principal is on-going. There is a regular exchange of views between the members of the Joint Advisory Committee which includes parents and teachers.

For further information contact: Ms. Mary Ann Dan, Pemberton Secondary School, P.O. Box 40, Pemberton, B.C. V0N 2L0. Ph: 894–6378.

8.50. Penticton Indian Band, Penticton

Pre-school

- *Band Controlled, Pre-School*

The Penticton Indian Band has administered a Pre-School on the Penticton Reserve since about 1974. The school presently operates Monday to Friday in the morning.

The Band receives funding from the Department of Indian Affairs for the Pre-School. The daily activities focus on an introduction to life-skills with an emphasis on preparation for school.

The school employs one Pre-School supervisor, one Pre-School assistant, and one aide.

Inherent in the program is a commitment of the Band Council to attack the problems of Indian Education and to reduce the number of dropouts in later life.

For further information contact: Education Coordinator, Penticton Indian Band Office, R.R. 2, Site 80, Comp. 19, Penticton, B.C. V2A 6J7. Ph: 493–0048.

8.51. School District #15, Penticton

Learning Assistant Teacher Aide

- *Teacher Aide, Learning Assistance, Elementary*

The goals of this project are:

1. To provide additional support to Indian students who may require academic skill building programs.
2. To serve as a liaison with Indian families.
3. To arrange for cultural events which represent the Native culture.

It addresses the feeling of disorientation and dislocation experienced by many Indian children attending school in a non-Indian neighbourhood. Some of the children speak only Okanagan at school entry. A Native Indian teacher aide from the local Band provides individual assistance to pupils under the direction of the principal and Learning Assistance teacher, and assists with home liaison problems. She works at all elementary schools where Native students are enrolled.

The Assistant works with both Indian and non-Indian students so as not to discriminate between them. Under the direction of the Learning Assistance teacher, she does small group and individual tutoring. She counsels students as requested. She is an informal liaison between the school and the Band office. She offers support and advice concerning the integration of Indian culture into other areas of the school curriculum.

Informal evaluation takes into consideration the principal's observations, the Learning Assistance teacher's observations, and students' attitudes.

For further information contact: K.R. Timms, Director of Instruction, School District #15 (Penticton), 425 Jermyn Avenue, Penticton. V2A 2E2. Ph: 492–2721.

8.52. School District #15, Penticton

Indian Curriculum Project

- *Curriculum, Indian Culture, Elementary, Secondary*

The goals are:

- to develop curriculum with more material related to local Indian history and culture
- to provide an option to grade 11 students wishing to explore Indian culture in greater depth.

The curriculum committee prepared a directory of resources to be used by classroom teachers who wish to integrate Indian materials into their program. The directory included print resources, video resources, games, field trips and guest speakers.

A Native Studies unit, written by local teachers, is included in course offerings for grade 11. The program, Social Studies ll (Native Studies), is offered as an option to students. Insufficient enrolment has caused the school to drop the course each September.

A Native Studies unit that will be compulsory for all students in grade 4 has been developed by teachers. The unit entitled Enwhisteetkwa is currently being piloted. The unit is based on the material developed by the Okanagan Indian Curriculum Project.

Future plans are to include the study of *Enwhisteetkwa* as part of program for all grade four students.

For further information contact: K.R. Timms, Director of Instruction, School District #15 (Penticton), 425 Jermyn Avenue, Penticton. V2A 2E2. Ph: 492-2721.

8.53. School District #89, Salmon Arm

Native Indian Education

- *Indian Education Committee, Counselling, Curriculum, Elementary, Secondary, Self-Image*

Shuswap School District #39 includes areas surrounding the communities of Salmon Arm, Sicamous, Enderby, Falkland and the northern shores of Shuswap Lake.

In total, there are about 200 Native students enrolled in the district. About 85 of these students are status Natives who live on reserve while the remaining students are status students who live off reserve, Metis and non-status natives. Native Indian students usually total about 5% of the school districts student population.

The objectives of the District program are: to facilitate a positive home-to-school transition; to promote the participation of Native Indian parents and Band officials in educational decision-making; to foster students positive self-image, responsible independence, positive motivation and purpose; and to promote the acquisition of basic skills in Language Arts and Arithmetic. The objectives generally focus upon the students, their parents and the Band to which they belong.

The School District's Native Indian Program is implemented by three full-time Native Indian Teacher/Counsellors. Services provided by each counsellor are both school-based and itinerant. Each Native Counsellor is assigned a couple of elementary schools, one Jr. Sr. High School and one Senior High School. All Native Counsellors are fully certified teachers and are of Native Indian ancestry.

Services include individual or group counselling, individual tutoring and classroom instruction. It also involves an on-going liaison with parents, consultation with teachers, personnel from five Native Indian Bands, other agencies and professionals. In addition, the Native Education Teachers assist with referrals to other Support Services Programs. They also assist with curriculum and program development.

Some of the specific programs are as follows:

1. The Native Indian Advisory Committee meets three times a year and is chaired by one of the Native Indian Education Teachers. The committee includes District trustees and administration, high school and elementary principals, education representatives from each Native Band and parents.
2. The High School Native Studies Committee consists of two secondary social studies teachers, a Native Teacher/Counsellor and a Native community representative. The Committee is rewriting the Shuswap Cultural material into high school level social studies units and lessons.
3. Supervised study blocks have been developed for Junior Secondary Native students who have been failing classes because they did not complete homework or study for tests.
4. Computers are used to reinforce basic Math, Reading and Writing skills as well as to develop a positive working relationship between the student and the Native Counsellor.
5. Organized field trips have been undertaken to Mexico, the Mediterranean and to the Native Youth Conference at UBC. Parents, students and supervisors hold meetings and plan activities for raising funds for the trips.
6. Arrangements are made to have Native speakers visit and talk with the students at the elementary and high schools.

Future plans include three new projects to be implemented next year. One, is to have the Shuswap Language taught at one of the elementary schools at least twice a week. The second is to prepare and teach a cross-cultural course at one of the Secondary Schools as well as use the Shuswap Language as one of the main components for the course. The third is to spend time this summer to prepare one theme of the Shuswap materials into teaching units and lessons.

For further information contact: Student Support Services, Shuswap School District #89, P.O. Box 69, Salmon Arm, B.C. VOE 2TO. Ph: 832-2157.

8.54. Seton Lake Indian Band, Shalalth

Way of Life School

- *Band Controlled, Indian Culture, Indian Language, Elementary*

The Seton Lake Band has taken control of their own school and now administer the *Way of Life School* that oversees all education programs in the community. The school has children from nursery to Grade 7. They employ four full-time teachers, 2 teacher aides and a full-time language teacher.

The Manager is responsible for financial and program planning for all education programs on the reserve. This includes elementary and secondary, post-secondary, occupational training and adult education.

The Band employs Op'Tel technology to provide adult education and college level programs to Band members. The program uses the latest technology. Computers are used in addition to teleconferencing, to run educational programs. Other Indian bands included in the project are Bella Coola, Chehalis, Fort Nelson, Seton Lake and Kitwancool.

For further information contact: Rodney Louie, Manager, Seton Lake Band, General Delivery, Shalalth, B.C., V0N 3C0. Ph: 259-8227.

8.55. School District #29, Shalalth

Early School Experience Program

- *Learning Assistance, Kindergarten, Elementary*

This is a remedial program for Native children who exhibit learning disabilities. Its three major objectives are to provide basic academic and social skills, enhance school home liaison, and involve the native Indian community in a comprehensive primary level, reserve-oriented developmental program.

Para-professionals from the Seton Lake Band, under school administration supervision, assist eight part-time pupils. The students attend regular classes for the balance of the day.

Prior to placement in the program pupils complete standardized testing procedures and the previous year's classroom teacher prepares a performance summary. During the program individualzed anecdotal records are kept. On completion of the program overall student growth is evaluated through standardized testing.

Program evaluation is the responsibility of school administration and Seton Lake Band representatives with input from classroom teachers, parents, and para-professional workers.

For further information contact: Ms. Clara Shields, Education Coordinator, Seton Lake Band, General Delivery, Shalalth, B.C. V0N 3C0. Ph: 259-8227.

8.56. School District #22, Vernon

Native Tutorial Assistance

- *Counselling, Tutor, Elementary, Secondary, Self-Image*

There are about 200 Native students attending various public Schools in the Vernon area. This number includes status/non-status students both on or off-reserve. Special services available to these students is provided by a Native student counsellor (full-time) and a tutor (less than half-time).

The main objective of these positions is to assist Native children to functior effectively in the public School system.

This objective is being met by:

1. providing a three-evening per week tutoring program at the Okanagan Indian Band Administration Building and the Okanagan Band Education Centre. These sessions have been well attended by both elementary and secondary students
2. assisting children and parents to overcome challenges met at school by providing information, support, and follow-up
3. encouraging involvement of parents and Elders in the school system.
4. educating teachers and students about Okanagan history, lifestyles, culture, and contemporary issues.
5. improving self-image, confidence, and self-esteem through in-school and after-school activities.
6. promoting involvement in activities that are positive alternatives to drug and alcohol abuse.
7. providing information and support to children of abusers.

Activities for parents and elementary/secondary include Talking Circle, public speaking/ communication, collage of own future, introduction to material on adult children of alcoholics, making commitments as parent of student attending or supporting SASSY (Sober and Super Smart Youth), assertiveness training.

The goals include: building peer support/understanding, sharing own successes and feelings; improved self-confidence and self-awareness and better listening skills; identify own wants/needs and start short/long term goal-setting; better understanding of family or individual or community situation; and goal-setting.

For further information contact: Mollie Bonneau, Native Student Counsellor, School District #22, 1401—15th Street, Vernon, B.C. V1T 8S8. Ph: 542-3331.

8.57. Williams Lake Indian Band, Williams Lake

Shuswap Language

- *Indian Language, Secondary*

The Shuswap Language is taught to junior and secondary students in the schools. Language instruction is difficult to teach on a regular basis because of the lack of Shuswap speakers who can teach their own language. Shuswap language is taught 1/2 hour each day.

For further information contact: Rose Ann Thomas, Education Coordinator, Williams Lake Indian Band, R.R. #3, P.O. Box 3, Sugar Cane, Williams Lake, B.C. V2G 1M3. Ph: 296-3507.

8.58. Williams Lake Indian Band, Williams Lake

Home School Coordinator

- *Home School Coordinator, Band Controlled, Tutor, Elementary, Secondary*

This is a full-time position funded by the Band. The Home School Coordinator deals with all educational matters from kindergarten to post-secondary. Children attend Pre-School at the Band's Day Care facility, kindergarten to grade 12 at Crescent Heights Elementary, Anne Stevenson Junior High and Williams Lake Junior Secondary, and Columneetza Senior High School.

The Band is hoping to establish a kindergarten and an elementary school on the reserve, possibly from grades one to five, in order to better meet the need for priorizing the development of the two essential subjects (reading and mathematics). The Band may approach universities with Native Teacher Education Programs for assistance in setting up intensive early elementary math and reading comprehension programs.

The Home School Coordinator visits the schools on a regular basis and counsels students having difficulty in or out of school. The Home School Coordinator keeps records of the progress and attendance of the children and attends to their social problems and directs guidance towards their social problems and consults with the Band Council, Human Resources, Health Department, Education Committee, as well as the people in students' homes on the reserve.

For further information contact: Rose Ann Thomas, Education Coordinator, Williams Lake Indian Band, R.R. #3, P.O. Box 3, Sugar Cane, Williams Lake, B.C. V2G 1M3. Ph: 296-3507.

8.59. School District #27 (Cariboo-Chilcotin), Williams Lake

Coordinator of Indian Education

- *Coordinator, Elementary, Secondary*

This position was initiated in September 1974 and is funded under Indian Education, Ministry of Education. The Coordinator of Indian Education acts in an advisory capacity in all aspects of the education of Indian students in the schools of School District #27. Specific duties are as follows:

1. advise and assist District staff and individual schools in developing programs and courses for Indian students.
2. advise and assist Home School Coordinators in their work with students and parents.
3. advise and assist Band Education Committees in developing Indian community involvement in the schools.
4. provide a liaison function between the school district and the District Education Committee
5. provide direct counselling services to Indian students when required
6. provide liaison between federal and provincial schools
7. advise and recommend the appropriate use of Indian education funds
8. assist in the implementation of an effective Native teacher aide program
9. work with the Chilcotin and Shuswap Language Committees of the Bands
10. assist in the on-going development of Indian language materials.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

8.60. School District #27 (Cariboo-Chilcotin), Williams Lake

Indian Language Program

- *Indian Language, Curriculum, Counselling, Indian Studies, Elementary, Secondary*

Through the Fiscal Framework, the Ministry of Education contributes towards the funding of Native language curriculum development and implementation. The program began in September 1977. This funding provides for: the purchase of materials for the Language Program and three Outreach workers who offer counselling in addition to Native language teaching and curriculum development at the secondary level.

School District #27 serves over 900 Indian children attending from 12 reserve communities. These students come from three language groups and two distinct linguistic families. Both Chilcotin and Carrier belong to the Athabaskan language family but are not mutually intelligible. Information on the Carrier language program is listed under Athabaskan, Anahim Lake. Information on the Chilcotin language

program is listed under Athabaskan, Nemiah.

Shuswap Language Program

Virtually all Shuswap children come to school not speaking Shuswap. For these children an Indian Language Program is akin to any other second language program. Here the emphasis is first on developing a familiarity with the language and then developing oral fluency. Shuswap is offered in Williams Lake Junior Secondary, Anne Stevenson Junior Secondary and Comunmeetza Senior Secondary Schools.

Shuswap Studies 8, 9 and 10

Shuswap 8, 9 and 10 is offered to approximately 15 students at Williams Lake Junior Secondary School and approximately 10 students at Anne Stevenson Junior Secondary and 10–15 at Columneetza Senior Secondary School. A hundred hours of instruction are offered as an elective course. At this level the objectives are:

- to begin development of Shuswap conversational skills
- to begin development of written Shuswap-English and English-Shuswap translation skills
- to extend literacy skills in Shuswap
- to give the Shuswap students a sense of continuity in place in the secondary school as these are the first experiences as ethnic minorities in the school system (for many of these students)
- to complete an ethnographic study of the Shuswap community at the time of contact.

Texts and resources include: a Shuswap Course by Kuipers and Dixon, The Shuswap by James Teit, Teacher's Guide to accompany The Shuswap. This contains 34 unit plans and various teacher-prepared materials for oral language development.

Teacher-prepared tests are administered on a regular basis to evaluate student progress and to identify areas for re-teaching.

Shuswap Studies 11

Shuswap Studies 11 course is a logical continuation and conclusion to the Shuswap program in the district. The course is recognized by UBC as fulfilling the Modern Language requirement for admission, and it includes a component on contemporary issues.

Language Teachers as Counsellors

In most cases, by a special letter of agreement, Language Teachers spend a significant amount of their time as counsellors. They are paid on a teacher scale with benefits. The senior high school Support Worker is specializing in career and course counselling.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

8.61. School District #27 (Cariboo-Chilcotin), Williams Lake

Native Teaching Assistants

- *Teacher Assistant, Indian Culture, Indian Language, Elementary, Secondary*

The District allocates some of the Indian Education funds it receives through the fiscal framework to provide for 12 Native Indian teacher assistants in 10 District schools. The program was initiated in September 1976.

The T.A.'s must be able to show a knowledge of local culture so they can give advice about the local culture, about home situations, and about community feelings towards the school to the teacher who frequently is unversed in local affairs. The teaching assistants are part-time assistants as well as community resource people.

T.A.s are expected to show a commitment to teaching and to enjoy working with children. They must be patient, understanding, reliable and trustworthy. Punctuality is a necessity. The Assistants must be willing to attend workshops and other in-service training sessions. When necessary they may be called upon to translate.

They may teach the local language or teach in the local language. The assistants work with small groups of children to help them understand assignments, listen to them read or read to them. One-to-one tutoring is given to children who have special needs. The assistants assist with supervision and help maintain discipline. They assist with and plan lessons, help with marking and contribute to the reporting procedures and classroom record keeping.

Assistants translate materials into the local context or the local language. Under the direction of the teachers they prepare learning materials and operate audio visual equipment in the classrooms.

Native teaching activities are positioned at the following schools:

- Anahim Lake Elementary-Secondary (2 District employed, 1 Band employed)
- Marie Sharpe Elementary (2)
- Naghtanaqed Elementary-Secondary School (1)
- Crescent Heights Elementary (1)
- Puntzi Mountain Elementary-Secondary (2)
- Dog Creek Elementary (1)
- Glendale Elementary (1)
- Riske Creek Elementary (1)
- Wildwood Elementary (1.5)

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

8.62. School District #27 (Cariboo-Chilcotin), Williams Lake

Chilcotin Studies

- *Indian Studies, Secondary*

Chilcotin Studies 8, 9, 10, and 11 are taught at Williams Lake Junior Secondary, Columneetza Secondary School, Naghtanaqed Secondary and Puntzi Mountain Elementary-Secondary.

A complete description of the courses is given under Athabaskan, School District #27, Chilcotin.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

8.63. School District #27 (Cariboo-Chilcotin), Williams Lake

Elementary Counsellor

- *Counselling, Elementary*

Goals of the project are to provide counselling service to the elementary schools in Williams Lake and to be a liaison between all the social service agencies.

The elementary counsellor operates out of Marie Sharpe School but includes 10 other elementary schools in weekly visits. The counsellor acts on referrals from the principals. The duties include contacting the other agencies that need to be involved in the case.

A large number of Indian people have moved to town and are classified as off-reserve but do not receive counselling services usually provided. The Native elementary counsellor provides a valued service.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, William's Lake, B.C. V2G 1Z9. Ph: 392-3345.

8.64. School District #27 (Cariboo-Chilcotin), Williams Lake

Indian Language Translator Program

- *Indian Language, Liaison, Elementary, Secondary*

The goal of the project is to provide translators for people who have Indian as a first language or are more comfortable speaking their mother tongue. The School District has budged for 60 hours of translator service. Principals or community members can request that a translator be present at meetings.

A unique aspect of the project is that translators are paid by the school district.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

8.65. School District #27 (Cariboo-Chilcotin), 100 Mile House

Native High School Counsellor

- *Counselling, Secondary*

The goal of the project is to provide a Native Counsellor for 100 Mile Jr. and Peter Skene Ogden Schools.

The Native High School Counsellor provides information on career choice and funding. The counsellor also acts on a referral basis from the Principal or teachers. The job also requires the organization and promotion of Indian culture and history.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

8.66. School District #27 (Cariboo-Chilcotin), Williams Lake

Indian Education Advisory Committee

- *Indian Education Committee, Joint Project*

The goal of the project is to have a formal liaison between the elected Indian leaders or their representatives and the School Board.

The Indian Education Advisory Committee is composed of a representative from the 15 Bands that live in the area, the Indian Education Coordinator and one School District

Trustee. The three tribal councils and the Cariboo Friendship Society are invited to attend meetings.

The group meets every six weeks to discuss concerns and issues which are relayed back to the School Board.

For further information contact: Robert Matthew, Coordinator of Indian Education, School District #27, 350 North Second Avenue, Williams Lake, B.C. V2G 1Z9. Ph: 392-3345.

8.67. School District #27 (Cariboo-Chilcotin), Williams Lake

Indian Education Programming, Williams Lake Junior High School

- *Academic Skills Development, Crafts, Indian Studies, Secondary*

1. Leather and Native Crafts 8 and 9/10
2. Shuswap Studies I and II—taught by Native Support Worker. These courses are described under Indian Language Programs in the previous section.
3. Chilcotin Studies 1 and II—taught by Native Support Worker. These courses are described under Indian Language Programs in the previous section.

For further information contact: Mr. John Andrews, Principal, Williams Lake Junior Secondary School, 640 Carson Drive, Williams Lake, B.C. V2G 1T3. Ph: 392-6284.

KOOTENAY

CRADLE: Trangular board, tanned leather covering and pack strap. Upper section beaded.

Courtesy of the Royal British Columbia Museum

9.1. St. Mary's Band, Cranbrook

A'Q'Amnik School

- *Band Controlled, Indian Language, Pre-School, Kindergarten, Primary*

A'Q'Amnik School consists of a Pre-School and elementary grades from K–2.

The goal of the school is to provide quality education to ensure students entering public school have the skills and knowledge to successfully compete in the public school system.

The school has two fully certified teachers. There are 15 students from kindergarten to grade 2, plus the Pre-School students.

The program has an active 'Board of Parents' who have for the past two years, voluntarily assisted in the planning and monitoring of the school and its programs.

The programs of the school include time for Kootenay Language classes.

The Band plans to incorporate as an 'Independent Education Society' before the September enrolment.

For further information contact: Denise Birdstone or Debbie Whitehead, Site 15, SS #1–55, Cranbrook, B.C. V1C 4H4. Phone 426–5717.

9.2. Lower Kootenay Band, Creston

Yakan Nu?ki School Kootenay Language Program

- *Band Controlled, Teacher Aide, Indian Culture, Indian Language, Environmental Education, Elementary, Secondary*

The Yakan Nu?ki School is an Indian controlled school administered by the Lower Kootenay Indian Band near Creston, B.C. The school began in September 1979 with the objectives to meet the educational needs of the Kootenay people, and to teach children the Kootenay culture and language.

Much of the school instruction is based on the B.C. school curriculum. However, the students also participate in field trips and camp-outs; they learn to fish, and hunt large and small game. Students study the local terrain, plants and berries, and will learn to do coiled cedar baskets. In the subject area of social studies students learn about the local culture of the Kootenay people in addition to the non-local culture of the Kootenay, which includes geographic locations such as South Eastern British Columbia, Montana and Idaho. Furthermore, interest-based, Indian-oriented Social Studies and reading materials such as the Indian Act, Social Housing, and The Forgotten Kutenai are used.

Native students from the provincial schools enter Yakan Nu?ki with educational deficiencies. Efforts to correct these deficiencies involve the use of individualized instructional programs which begin at each child's unique level of educational attainment. The program is based on a non-graded level system. Student evaluation is based on an 80% competency level which must be achieved by all students before moving forward. Additional student evaluation consists of standardized tests and teacher observation. Both children and parents receive this information through parent-student discussions which are constant, rather than scheduled as "report time."

The Yakan Nu?ki School is evaluated through several different means. To begin with, people from the local community college conduct tests of students' reading ability. In addition, the Canadian Test of Basic Skills, and the California Short Form Mental Maturity tests are used to assess a student's skill and potential. A testing method called PASS is also used to measure learning outcomes at the beginning and end of each school year. The Band also utilizes some quick evaluation at school. All methods of evaluation are discussed with the Education Committee at monthly and sometimes weekly meetings.

The project sources of funding are the Department of Indian Affairs and the Lower Kootenay Band funds. At present, the students range from K-8. The project employs three full-time teachers and one language teacher and 1 teacher aide Home School Coordinator.

The Lower Kootenay Band School now operates their own radio station called the "Kootenay Native Communication Radio Station." It broadcasts locally and has a full-time manager. Operating out of the basement of the school, the radio station plans to involve students in all facets of radio-broadcasting.

Kootenay Indian Language Program

The language classes are taught by the teacher aide assisted by the classroom teacher. All students attend a one hour session daily and are taught at the same level, with the exception that children under 10 years of age don't participate in writing the language but do engage in the oral work. The language has been developed in text form based on the International Phonetic Alphabet. Thus, some readers, a large dictionary and teacher made materials are used to teach the language.

For further information contact: Ms Anne Jimmie, Chairperson, Lower Kootenay Education Board or Ms Barbara Jimmie, Home School Coordinator, R.R. 1, Site 7-2, Creston, B.C. V0B 1G0. Ph: 428-9816.

9.3. Columbia Lake Band, Windermere

Education Programs

- *Home School Coordinator, Elementary, Secondary*

The Columbia Lake Indian Band has four Native Home School Coordinators (NHSC). The NHSC provide tutoring, counselling, and support to parents, teachers and students. The coordinators encourage parental involvement in the educational system.

In addition, the Columbia Lake Indian Band has an Education Coordinator working under the direction of the Band Administrator. The Education Coordinator is responsible for the the education programs within the Band, as well as involvement in School District #4. Programs for the Band include the following: Pre-School, Kindergarten, elementary and secondary programs and the post-secondary program. In addition, the Education Coordinator is responsible for counselling, referrals and cultural education. This past year a Kutenai language coloring book was developed for grades K-4. The grade 4 Social Studies "Native Studies" curriculum is still being used. In addition, grade 4 students spend a day at the Cultural Centre. The Centre encourages student participation in their cultural enrichment programs.

For further information contact: Mary Jimmy, Coordinator, Columbia Lake Indian Band, P.O. Box 130, Windermere, B.C. V0B 2L0. Ph: 342-6301.

9.4. School District #4, Windermere

Grade 4/5 Kutenai Native Studies Unit

- *Indian Studies, Joint Project, Elementary, Self-Image*

The students in the district are fortunate to be able to utilize the Columbia Lake Indian Band Cultural Centre as part of the Grade 4/5 curriculum. Although the centre is currently manned by volunteers, the district is able to utilize the centre at least 6 times a year sending students in groups of 20 to 50 children at a time.

Grade 4 students are encouraged to avail themselves of the opportunity to participate in the hands-on experience offered by the centre as part of the unit on Native Indians. Teachers can incorporate knowledge gained at the centre into teacher-made unit tests. The experience of the field trip to the Cultural Centre creates a new and deeper understanding of the in-school work on Native Kutenai culture. There is a great deal of knowledge and understanding imparted to our students who are most fortunate to attend a field trip to the Kutenai Cultural Centre.

The Grade 4 Kutenai Native study was implemented in the School District by the Kutenai Area Council which is made up of members of the Kutenai Band and those of the School District's Teacher Centre. The school district also encourages grade 7 exchange students to participate in a field trip to the centre one a year.

The Cultural Centre is an important educational structure for the School District because it not only gives us all a greater understanding of local history, but also offers non-Native students an opportunity to visit a community with a different cultural and social background while providing Native children an opportunity to be in the forefront, sharing an important part of their heritage. It is hoped that this will enhance the Indian students' sense of pride and self-worth.

For further information contact: Bonnie Halvorson, Coordinator, Teacher Centre, School District #14, P.O. Box 159, Windermere, B.C. VOB 2LO; or Columbia Lake Indian Band, P.O. Box 130, Windermere, B.C. V0B 2L0. Ph: 342-6812.

9.5. School District #4, Windermere

Home School Coordinator

- *Home School Coordinator, Elementary, Secondary,*

The Coordinator is a liaison between the home, the Band and the school and works with Native students to increase their academic standing and their cultural awareness. This program has been in operation for approximately 12 years.

The Home School Coordinator disseminates information about individual students to parents, teachers, administrator Band Education Committees, and other related personnel. Home visits are an integral part of this liaison. The Home School Coordinator also fills the role of a counsellor to the children and their parents on educational and social matters as the needs arises.

The Home School Coordinator is available to provide Native students with academic guidance and assistance, monitoring individual progress and encouraging students to become enthusiastic and independent learners.

The Home School Coordinator is also aware of the historical and contemporary issues facing Native peoples as well as being cognizant of their traditions and cultural background. He or she should act as a liaison between local curriculum committees, the teacher and the Band. The Home School Coordinator should provide resource personnel and materials to assist in the teaching of the culture and history of the Native children.

Native Home School Coordinators for School District #4, Windermere, are at three elementary schools (0.7-time position): Eileen Madson Primary School, J. Alfred Laird Elementary School and Windermere Elementary School. There is also a full time Home School Coordinator at David Thompson Secondary School.

For further information contact: Brian Ennis, District Principal, Special Education, School District #4, (Windermere) P.O. Box 430, Windermere, B.C. V0A 1K0. Ph: 342-9243.

KWAKIUTL

Courtesy of the Royal British Columbia Museum

10.1. School District #85 (Vancouver Island North), Alert Bay

Home School Coordinator

- *Home School Coordinator, Elementary*

The Home School Coordinator at Alert Bay is funded by Indian Education funds from the Ministry of Education.

The Home School Coordinator makes frequent contact with the homes and school to gain and understanding of each child and his/her home environment. The purposes of this program are: to provide liason between home and school; to improve attendance; and to provide a resource that is able to respond quickly to need. The Home School Coordinator is available for counselling. Attendance, performance, and behaviour in school are monitored.

For further information contact: Home School Coordinator, Alert Bay Elementary School, P.O. Box 29, Alert Bay, B.C. V0N 1A0. Ph: 974-5719.

10.2. Nimpkish Band, Alert Bay

T'lisalagi'lakw School

- *Band Controlled, Indian Language, Indian Culture, Pre-school, Elementary*

This is a band operated school which began in September 1977. The school has functioned up to the grade 10 level, but this year it encompasses grades K-7. The enrolment is 140 of whom 20% are non-Native. The original funding came through the First Citizens' Fund, the Legal Services Society and 200 books were provided by the Canada Council. At present, funds come from the Department of Indian Affairs. The school maintains a level system within grades, and uses the provincial curriculum. The school employs 8 certified teachers and 3 teacher-aides, a secretary/home school coordinator, two language instructors, a dance instructor and a bus driver.

Kwakwala Language Program

At the Pre-School and primary levels the students learn basic sounds and word meanings during daily 15 minute language lessons. At the intermediate level the Kwakwala language lessons increase to 30 minute periods daily. A series of 13 books, 17 language tapes and alphabet sheets were prepared in 1981 with the assistance of Jay Powell. These form the basis of the language classes taught by Pauline Alfred and Audrey Wilson. The culture workers are now searching for ways to improve and intensify language learning by the students; they feel the books were but one step in the right direction.

Kwakiutl Cultural Program

Each month a separate unit is set up on one of the following: shelter, animals, plants, food, communication or law. These subjects are integrated with the provincial curriculum as much as possible. We also have a dance program which offers the children an opportunity to learn traditional dances, and related skills such as drumming and singing.

For further information contact: Gregg Shoop, Principal, T'lisalagi'lakw School, P.O. Box 50, Alert Bay, B.C. V0N 1A0. Ph: 974-5591.

10.3. School District #72, Campbell River

Preventive Program

- *Teacher Aide, Home School Coordinator, Tutor, Counselling, Elementary, Secondary*

A team of five Home School Coordinators working with the Department Head of Native Studies provide home school liaison, student and family advocacy services, direct personal and career counselling to students, and liaison with community agencies. Three school district employees and two persons hired by the local Band Councils have cooperatively developed a comprehensive service. An on-going survey of student marks, attendance and accomplishments provides an early alert to the need for intervention and also yields data for quantifying results of preventative programs.

Personnel:

- Ms Daisy Sewid-Smith, Department Head, Native Studies
- Ms Lorie Chickite, School District #72, Elementary Home School Coordinator
- Ms Pam Holloway, School District #72, Secondary Home School Coordinator
- Ms Roberta Henderson, Campbell River Band Council, Home School Coordinator
- Ms Donna Lamb, Cape Mudge Band Council, Home School Coordinator

Native Tutorial Aides are assigned to elementary schools with significant enrolments of students of Indian ancestry. Under the direction of the Learning Assistant Teacher the aides provide individual or small group tutorial assistance.

For further information contact: Mr. Ray Hughes, Assistant Superintendent (Special Education), School District #72 (Campbell River), 425 Pinecrest Road, Campbell River, B.C. V9W 3P2. Ph: 286-0651.

10.4. School District #72, Campbell River

Native Language and Culture Workers

- *Indian Language, Indian Culture, Teacher Aide, Curriculum, Elementary, Secondary*

The Kwakwala/Ligwala Language Program is part of the curriculum at two School District #72 schools. Students are taught the Amerindian Orthography subset of the International Phonetic Alphabet (IPA). The IPA consists of over 100 phonetic letters and symbols but for the Kwakwala language only 48 letters and symbols are used.

Some language teachers have been trained through the Native Indian Language Diploma Program (NILDP), University of Victoria, other through various on-the-job training courses.

The Kwakwala Language Program is taught in two secondary schools. It is generally available to the majority of students as part of their regular program. The Language Program is taught by Daisy Sewid-Smith.

In 1983, 1984, 1987, 1988 and 1989 a project was initiated to develop teaching materials utilizing the local dialect, Ligwala.

Evaluation is conducted as part of the on-going consultation with the Native Studies Advisory Committee, the local and provincial museums and the universities. Extensive monitoring is made of the responses to newly developed units by classroom teachers, parents and students. The behavioural objectives and specific learning outcomes which form the basis of these units of study of assessed.

For further information contact: Mr. Ray Hughes, Assistant Superintendent (Special Education), School District #72, 425 Pinecrest Road, Campbell River, B.C. V9W 3P2. Ph: 286-0651.

10.5. School District #72, Campbell River

Native Indian Curriculum

- *Curriculum, Indian Culture, Elementary, Secondary*

The purposes of this program are to introduce Indian culture (including the contemporary period) into the mainstream of the curriculum, to increase the relevancy of the school curriculum to the Indian child's realities, and to provide a more extensive basis for cross-cultural appreciation.

A local committee comprised of teachers, museum personnel and members of the Native Studies Advisory Committee has been working since January 1979 on a major educational package entitled *The Indian Fishery: A Comparison of Coastal and Interior*

Technologies. This completed project is available from the District Resource Centre. Extensive cooperation with Indian organizations, universities and museums is ongoing in the development of creative and accurate units of studies directly related to the Core Curriculum goals. An ethnobotany unit is being developed as a supplement to Biology 12. The Kwakwala/Ligwala Language program is a primary source of cultural study through the medium of anecdotal and conversational topics. Classroom teachers are encouraged to make extensive use of Native resource people both in classroom presentations and as content and interpretation consultants. Components of Native culture are being introduced by teachers into the entire curriculum spectrum, with the help of the Native Studies Resource Person.

For further information contact: Mr. Stuart E. Jones, Supervisor of Special Education Services, School District #72, 425 Pinecrest Road, Campbell River, B.C. V9W 3P2. Ph: 2876-8385.

10.6. School District #72, Campbell River

Native Studies Advisory Committee

- *Indian Education Committee, Curriculum, Elementary, Secondary*

The Committee establishes priorities and monitors the Native Studies Program. It participates in selection of personnel and is in itself a valuable bridge between the Native child's community and the school.

For further information contact: Mr. Ray Hughes, Assistant Superintendent (Special Education), School District #72 425 Pinecrest Road, Campbell River, B.C. V9W 3P2. Ph: 287-8385.

10.7. School District #80, Kitimat

Indian Studies Program, Mt. Elizabeth Secondary School

- *Indian Studies, Secondary*

Haisla 8/9 and Indian Design 9-12 enhance student understanding and affinity with Indian culture and history, particularly B.C. and Kwakuitl culture, art forms, and language.

Haisla 8/9

This course will give the students the basic understanding of the linguistic alphabet that has been specifically developed to accommodate the transcription of the Haisla language. This will enable students to read and write fluently in the Haisla language. Also, this course will give the students a basic background in Haisla phonetics, teaching students how to make the proper sounds, compose proper sentences and carry on a

conversation. The course consists of five units: Introduction to Linguistic Alphabet; Simple Structure and Basic Language Patterns; Basic Plant Identification and Traditional Usage; Basic Story Structure; and Basic Conversational Haisla.

Indian Design 9

Indian Design 9 is a course specially designed to provide an opportunity to study the rich artistic heritage of the Northwest Coast cultures. Each student will learn to identify Haida, Kwakluth, and Nishga designs. Each student will also learn to draw and paint a variety of designs: Beaver, Wolf, Killer Whale, Salmon, Eagle, Bear, Raven and Human. This course emphasizes the process of designing.

Indian Design 10

Indian Design 10 is a continuation of ID 9. Students will learn to do increasingly more complex designs, building on forms studied in ID 9. Emphasis is upon developing a personal style that reflects the imagery of the Haisla people. Students explore a variety of media: paint, lino, wood, clay and silkscreen. Students produce finished works suitable for display.

Indian Design 11

This course is designed to offer an opportunity for continuing study of the rich artistic heritage of the Northwest Coast Indian, with emphasis on the development of the skills and understanding necessary to the production and presentation of authentic original Indian designs. Emphasis is upon the development of personal style.

Indian Design 12

This course provides the structure within which the committed student of Indian Design may pursue on an individualized basis the further refinement of style and personal imagery in the media of choice. Highly finished designs suitable for exhibit are executed.

For further information contact: A. Brown, Director of Special Services, 1515 Kingfisher Avenue, Kitimat, B.C. V8C 1S5. Ph: 639-9161.

10.8. School District #80, Kitimat

Native Counsellor, Mt. Elizabeth Secondary School

- *Counselling, Indian Language, Secondary*

There is a full-time Native counsellor at Mount Elizabeth Secondary School whose areas of responsibility are:

1. A resource person for teaching the Haisla language course.
2. Helping Native students with their problems in the school, specifically in regards to motivation, attendance, finding a sense of direction that is compatible with both

home and school, finding behavior patterns acceptable while in the school and understanding how the system works and how the students fit into it.
3. Advising Mount Elizabeth staff in their handling of problems involving Native students.
4. Attending administrative and department meetings when necessary and offering assistance as it pertains to the educational and personal welfare of the secondary Native students.
5. Working closely with the Home School Coordinator in appropriate aspects of the Native students educational program for the purpose of assisting more students through grade 12 and onto a job or post secondary training.
6. Participating in integrative and supportive services meetings.
7. Consulting with the Supervisor of Educational Services when necessary in order to offer assistance in resolving Native educational and/or social problems.
8. Taking part in local and/or outside professional development to increase his/her effectiveness in dealing with the Native students, their parents and his/her fellow workers.

For further information contact: Mrs. S. Beedle, Principal, Mount Elizabeth Secondary School, 1491 Kingfisher Avenue, Kitimat, B.C. V8C 1E9. Ph: 632-6174.

10.9. School District #80, Kitimat

Elementary Native Education Resource Teacher

- *Learning Assistance, Language Arts, Elementary*

This program has an itinerant teacher who is based at Nechako Elementary School and serves all elementary schools within the district. The learning assistance component of this program serves those elementary native Indian students who are experiencing learning difficulties or have specific skill deficits identified by the referring teachers.

The language enrichment component of this program provides a service to Native students who attend provincial schools within the district. The objectives are:
1. To provide learning assistance to elementary native Indian students with special needs.
2. To provide language enrichment to elementary native Indian students
3. To provide instructional support and reinforce the concepts and skills that are being presented in the regular classroom.
4. To maintain on-going contact with the student's teacher and parents.
5. To be a resource person for the teachers.

For further information contact: A. Brown, Director of Special Services, School District #80 (Kitimat), 1515 Kingfisher Avenue, Kitimat, B.C. V8C 1S5. 1E9. Ph: 632-6174.

10.10. Kitasoo Education Authority, Klemtu

Kitasoo Community School

- *Band Controlled, Community Education, Indian Language, Curriculum, Teacher Aide, Elementary, Secondary*

Kitasoo Community School is a Band Controlled school in the small community of Klemtu on the central coast of B.C. The school enrolls approximately 100 students in grades K-12, the secondary grades being added gradually in recent years.

The school is administered by a Management Committee rather than solely by the Principal. The Management Committee includes the Principal and representatives of the Indian and non-Indian on the school staff. The Management Committee is responsible to the Education Authority or School Board.

The school has developed strong ties with all aspects of the community. The school employed on full-time, part-time or occasional basis over 40 community members. The community operates a sawmill which does a great deal in cooperation with the school. Three of the teachers are community members, and there is a large number of local teacher aides. Many school projects are carried on jointly between the school and the community. For example, a joint Salmonid Enhancement project has been underway for the past few years.

The school generally follows the B.C. curriculum and adapts it to the needs and environment of the community. Heiltsuk and Tsimshian language and culture are a part of the curriculum.

The goal of the school is to educate its own trades and professional people as much as possible in the community in the hope that they will remain in the community to live.

For further information contact: Chairman, Kitasoo Education Authority, Klemtu, B.C. V0T 1L0. Ph: Kitasoo Radio (via Campbell River) Klemtu 1-A.

10.11. Gwa'sala'nakwasda'xw Band, Tsulquate Reserve

Gwa'sala'nakwasda'xw School

- *Band Controlled, Indian Culture, Indian Language, Elementary, Secondary*

Gwa'sala'nakwasda'xw School has been Band Controlled since September 1977. The school enrolls 85 students from Pre-School to grade 7. The school's main objectives are to provide students with sound curriculum encorporating both the academic and culture. The school has particularily excelled in providing an excellent Language Arts program using the Whole Language Method. The curriculum is balanced with a limited cultural program in the form of Indian dancing and the Kwakwala language. Activities also include field trips, camp outs, swimming, club days, and skating programs. A limited

physical education program takes place in the community hall in the village. (Indian dancing is taught to all classes for half an hour each week. Kwakwala is taught in varying amounts. The school's main long term goal is to meet the students' social, emotional, as well as academic needs.) Most student evaluation is based on teacher observations and formal testing The main measure of the school's success is determined by the communites response to the education program offerred. The school maintains an informal but very good relationship with the school district and Tsulquate teachers often participate in some of the district's professional development activities.

The school's source of funding is the Department of Indian Affairs. It employs six professional non-Native teachers and six native Indian community members on its staff.

For further information contact: Riz Hemraj, Principal, Gwa'sala'nakwasda'xw School, P.O. Box 998, Port Hardy, B.C. V0N 2P0. Ph: 949-7743.

10.12. School District #85 (Vancouver Island North), Port Hardy

Extended Childcare Worker Program

- *Academic Skills Development, Tutor, Elementary, Secondary*

The purpose of this program is to increase the academic quality and productivity of Native children while they function in a regular classroom environment. Through additional attention by an adult within the classroom, Native children will show a significant increase in the understanding of academic activities.

The childcare workers attend to Native children within the regular classroom environment to ensure task understanding and follow through. They help the children on a one-to-one or small group basis to reinforce and review appropriate skills, for example, vocabulary, speaking, oral reading and comprehension. Evaluation of the student's progress considers academic testing through pre- and post-testing, attendance and attitude towards school. The program is monitored by regular school based team meetings.

Three childcare workers are funded through Indian Education funding. The program began September, 1979. The child care workers are employed at three Port Hardy area Schools.

For further information contact: Hal Sybold, Director of Special Services, School District #85, Box 90, Port Hardy, B.C. VON 2PO. Ph: 949-6618.

10.13. School District #85, (Vancouver Island North), Port Hardy

Home School Coordinator Program—Port Hardy Secondary School

- *Home School Coordinator, Secondary*

Three part-time Home School Coordinators are funded through Function Three, Indian Education funding. The three coordinators represent three different bands, Gwe'Sala-Nakwaxda'xw, Quatsino and Kwakuitl in the North Island area. The coordinators are located in the Port Hardy Secondary School where students have easy access to them.

The Home School Coordinators make frequent contact with homes to gain an understanding of each child. The purposes of this program are: to provide liaison with home and school; to improve attendance; and to provide a resource that is able to respond quickly to need. The Home School Coordinator are available for counselling. Attendance, performance and behaviour in school are also monitored.

For further information contact: Home School Coordinator, Port Hardy Secondary School, P.O. Box 27, Port Hardy, B.C. V0N 2P0. Ph: 949-7443.

10.14. School District #85 (Vancouver Island North), Port Hardy

Kwakwala Language Program

- *Indian Language, Elementary*

Kwakwala language is taught in three Port Hardy area elementary schools. A total of 210 Kindergarten to Grade Seven students participate in the program. The program is oral with picture cards and reinforced with educational games. The *Learning Kwakwala Series* by Jay Powell, Vickie Jensen, Agnew Cranmer, and Margaret Cook are used as workbook guides. The series is available through the U'mista Cultural Society in Alert Bay.

For further information contact: Mabel Knox, Fort Rupert Elementary School, P.O. Box 674, Port Hardy, B.C. VON 2PO. Ph: 949-6518.

10.15. School District #85, Vancouver Island North

K-ABC Reseach Project

- *Research, Teaching Strategies, Elementary*

A three year research project sponsored by Glendale Lodge Society aimed at a better understanding of those factors leading to the success or failure of Native Children in school. (1986-89) The Kaufman Assessment Battery for Children (K-ABC) is the testing instrument being used to identify strengths and weaknesses affecting educational

progress of Native Indian youngsters. The focus of the project includes such questions as:

1. Does the average native Indian child between the ages of 7 and 12 years have a relative simultaneous processing strength on the K-ABC?
2. Does the typical educational approach to native Indian children match their processing strengths?
3. Do teaching approaches designed to match the Native children's processing strengths result in increased learning?
4. How can knowledge of the attitudes of Native children, their parents and their teachers be used to promote success in school?

A modified version of the K-ABC as well as the Echo procedure to measure attitudes, will be given to the children participating in the project. Specific teaching approaches (regular curriculum materials) will be given to children the year following testing.

For further information contact: Dr. David Hallman, Psychologist, Glendale Lodge Society, P.O. Box 4250, Station A, Victoria, B.C. V8X 3X9. Ph: 479-7101.

10.16. School District #85, Vancouver Island North

Native Indian Education Committee

- *Indian Education Committee*

Representatives from three North Island bands meet once a month to discuss native Indian Education issues to include budget, cultural programs, curriculum revision, selection of personnel, program review and evaluation.

For further information contact: Hal Seybold, Director of Instruction, P.O. Box 90, Port Hardy, B.C. V0N 2P0. Ph: 949-6618.

10.17. School District #85, Vancouver Island North

SecondarySchool Native Indian Tutorial Service

- *Tutor, Secondary*

The intent of this program is to provide a support service that will enable Native Indian secondary students to remain in the regular secondary school system, be successful in their academic development and graduate with a secondary school diploma at a standard equal to the non-Native student. This program employs an additional certified secondary school teacher/tutor and aide to an existing home school coordinators' program. The tutor will provide one-to-one tutorial service during the school day and after school assistance with homework. Transportation to home communities will be provided following the extended day. The teacher/tutor will coordinate all student activities and academic intervention by keeping lines of

communication open with the school's Native home school coordinators and classroom teachers. Specific attention will be given to the development of basic skills plus a program designed to keep the students on task in order to complete assigned work. This service will be contracted by the school district through the Gwa'sala-Nakwaxda'xw Band.

The target group is sixty Native Indian secondary school students from three First Nation communities attending Port Hardy Secondary School. The three communities represented are: Kwakiutl Band, Gwa'sala-Nakwaxda'xw Band and the Quatsino Band.

For further information contact: Mr. Joe Dunham, Principal, Port Hardy Secondary School, P. O. Box 27, Port Hardy, B.C. VON 2PO. Ph: 949-7443.

10.18. Bella Bella School Society, Waglisla

Bella Bella Community School

- *Band Controlled, Teacher Aide, Indian Language, Indian Culture, Curriculum, Elementary, Secondary*

Bella Bella Community School (nursery-grade 12) has been a Band-controlled school since 1976. The original Education Committee, having negotiated transfer of responsibility evolved into an eight-member Band-elected School Board. As of April, 1982 the School Board became a Society. Presently it enrolls 261 students and employs 19 teachers and 1 principal, and 1 financial administrator. Of the 19 teachers, 8 are Band members. An additional 20 aides (one of which is a library aide), custodians and clerical staff are community members.

The school's philosophy "to provide the best of both worlds" makes provisions for Provincial Core Curriculum. Many additional programs are adapted to meet the special learning requirements of students, incorporating Heiltsuk culture and learning as much as possible.

A Teacher Aide Development Program provides an Aide in each primary classroom and in several other selected classrooms. All aides are involved in a 10-month training progam offered by the Board.

Cultural input is provided from four major sources. A linguist and a researcher have prepared Heiltsuk Language Dictionaries and are working on a set of tape-accompanied readers. A consultant linguist is preparing curriculum guides for primary language instruction, a teacher/trainer is working with 3 learning instructors and 3 illustrators. The Heilsuk Cultural Centre provides materials and information to all staff. A primary-level Heiltsuk Social Studies curriculum has been implemented.

A full-time counsellor is employed by the Board and provides career and guidance counselling. An annual Career Fair is part of the Career program.

The Work/Study program provides an opportunity for older students and those

unsuccessful in the mainstream to complete Grade 10. This program gives students the opportunity to develop many life skills and to experience employment in different settings. Some of these students later transfer back to the mainstream with considerable success.

The Elementary School Program capitalizes on the strengths of the individual student and builds weak areas identified by skills checklist and nationally normed criterion testing. This work is facilitated by a Learning Assistance teacher. As well as daily Heiltsuk learning instruction the elementary school hosts an annual Fun Potlatch for the community. A major effort is made to include cultural content in the elementary school and parents are an integral part of the school.

The Board publishes an annual program progress report addressing all areas of the education programs including the Post-Secondary Support program.

For further information contact: Larry Jorgenson, Board Chairperson, or Mrs. Arlene Wilson, Bella Bella Community School Society, General Delivery, Waglisla, B.C. V0T 1Z0. Ph: 957-2322.

NUU-CHAH-NULTH (NOOTKA)

Courtesy of the Royal British Columbia Museum

11.1. Ahousat Band, Ahousat

Maaqtusiis Elementary and Secondary School

- *Band Controlled, Indian Culture, Indian Language, Elementary, Secondary*

In addition to regular academic program the Maaqtusiis School has established a new Cultural Education Program. All students from nursery to Grade 12 attend. The program has 2 language teachers, a cultural education coordinator, and a Native Art teacher. The cultural program covers Native history, carving, drawing, painting, weaving, knitting, singing and dancing.

The cultural program has established a Video Arts Program where students learn camera work, filming, editing and production. The students produce video film of community events that are then shown to the community. They have established a video library to record feasts, community events, and dances.

In Home Economics, the Band employs a Native teacher. Here the students learn traditional methods of preserving, gathering and storing foods. The students have their own smoke house. Students put on a community feast with food they have preserved themselves. They also learn to make jams, preserves, fry bread and bread. Students learn things that will be useful to them later in life.

For further information contact: Mr. Louis George, Maaqtusiis School, Ahousat, B.C. V0R 1A0. Ph: 670–9589.

11.2. Ahousat Band, Ahousat

Home School Coordinator

- *Home School Coordinator, Band Controlled*

The Home School Coordinator position has been funded by the Band since 1976. The Coordinator's work extends to students in the Boarding Home Program in Tofino, to secondary students attending Ucluelet High School, students at Ahousat Day School, and university or college students in Victoria or Port Alberni. The coordinator writes letters to the parents and visits them monthly. He liaises between parents, schools and students, and attends School Board meetings or other meetings pertinent to education in the area.

Appendix A contains more detailed information on the Home School Coordinator role.

For further information contact: Mr. Lewis George, Maaqtusiis School, Ahousat, B.C. V0R 1A0. Ph: 670–9589.

11.3. Tseshaht Band, Port Alberni

Ha-Ho Payuk Independent School

- *Band Controlled, Indian Culture, Alternative School, Indian Language, Curriculum, Elementary, Secondary*

Ha-Ho Payuk School is an independent day school located on the Tseshaht Reserve in Port Alberni. It is operated by a non-profit society which was established by a group of parents and Native Indian Elders in 1975. Classes are taught from Playschool to Grade 6 inclusive. Ha-Ho Payuk also offers a combination Alternate High School/Adult Upgrading Class.

Operating funds for status Indian students (living on-reserve) come from the Federal Department of Indian Affairs. For students not living on-reserve, partial tuition payments are provided by the B.C. Ministry of Education/Independent Schools Branch. Additional funds are also obtained for the school's Native language program.

The three main goals of the school are:

1. To advance and improve the level of educational achievement of the Indian people;
2. To promote comprehensive educational and training programs consistent with the long range goals of self-determination and economic independence among the Indian people;
3. To promote and encourage Indian pride, Indian culture and Indian points of view through the development of various educational programs.

It is also the philosophy of the school to promote, in a happy and meaningful way, the academic, emotional, social and physical growth of students in accordance with the standards and policies set by the Ministry of Education, Department of Indian Affairs, Board of Directors, staff and administration of Ha-Ho Payuk School.

To achieve these goals, the teaching staff and administration are dedicated to sharing professional objectives that will provide for optimum student achievement, and build a positive attitude, self–esteem and respect for others.

There are 115 students, 5 teachers, 1 learning assistant, 1 learning assistant aide, 1 playschool supervisor, 1 playschool assistant, 2 teacher aides, 1 part-time librarian, 1 Alternate/Adult Upgrading teacher, 3 Native Studies teachers, 1 business administrator, 1 part-time academic administrator, culture/curriculum coordinator, and 1 bus driver within the school community.

The program of instruction from Pre-School through Grade 6 blends the Ministry of Education Core Curriculum with a specially designed Cultural Curriculum. This blending is particularly important in Social Studies.

The Core teachers place emphasis on basic skills and use recommended ministry materials. Subject time allotments adhere to ministry regulations. The Ginn 720 Reading Series forms the foundation of the English/Language Arts program.

Cultural enrichment of the school curriculum occurs in Native language, arts and crafts, music and dance, legend and history, society and culture.

Ha-Ho Payuk School's three Native Studies teachers completed a course in which they studied linguistics, classroom methodology, and curriculum development. With the assistance of a linguist we have developed a Level 1 to Level 4 curriculum for our Native Studies classes. Level 5 is planned for 1989. The teachers use formal curriculum guides developed by the society. All students in grades 3, 4, 5, and 6 have 1/2 hour of Native Studies each day except Wednesday. They are taught in three different ability groups in the Native Studies classroom. Students from Kindergarten to grade 2 are taught in their classrooms for 1/2 hour each day.

An alternate class for high school students is also run by the society. This class is for students who withdraw from the public school system but want to increase their education. Students are encouraged to pursue a grade 12 equivalency through a GED (Grade Equivalency Diploma) exam or Ministry of Education correspondence course. The classroom provides an environment which encourages students to participate and be successful.

The Adult Upgrading Class is designed for students who have not attended school for at least a year and require a grade 12 equivalency. In conjunction with both Federal and Provincial Government agencies, students are paid a student allowance. Students take the GED exam at the end of the program and upon successful completion they are granted a grade 12 equivalency diploma by the Ministry of Education. Both classes are in the same building.

For further information contact: Laurie Smith, Business Administrator or Gio Selva, Principal, Ha-Ho Payuk School, P.O. Box 1218, Port Alberni, B.C. V9Y 7M1. Ph: 724-5542.

11.4. School District #70 and Nuu-Chah-Nulth Tribal Council, Port Alberni

Native Education Advisory Committee

- *Joint Project, Indian Education Committee, Self-Image*

In June 1988, the Nuu-chah-nulth Tribal Council (NTC) and School District No. 70 (Alberni) formally accepted the Native Indian Education Report. The Report is a plan to prepare the First National Youth with an education that would help them become more productive citizens both within the mainstream society and within the Native Indian community. To accomplish this goal, the NTC and the District have been working together in the implementation of the many recommendations from the NIE Report.

The Native Education Advisory Committee (NEAC) provides advice and direction to the District and Native Indian community on the implementation of the Report. The purposes of the NEAC are:

1. to develop and reinforce in native pupils a strong Indian identity, pride in their

heritage, and a feeling of self-worth as Indians;
2. to assist in the development of Indian education programs which enhance academic and vocational skills, while promoting personal, social and cultural growth;
3. to improve the learning environment at all levels of the school system so that Native pupils may gain maximum benefit from their formal education;
4. to increase the number of Indian graduates able to gain immediate employment or develop work/career patterns;
5. to increase the number of Indian graduates with skills of value in the development of their communities;
6. to establish structures through which Indian people at the community level can define and implement their goals for Indian education.

The Committee is co-chaired by the District Principal for Indian Education and the Chairman of the NTC. It consists of 15 representatives from the District, the NTC, the Alberni Friendship Centre and the United Native Nations.

The major projects coordinated through the NEAC include: Native Indian Resource Personnel; the Native Indian Learning Assistance Program, Home School Cordinators, the Role Model Program. Each of these projects is described in separate sections below.

In addition the NEAC is involved in the following:
1. A Native Indian Education Conference in February brings together all those in the area working in Native Indian Education;
2. A Youth Awareness Conference focusses on job opportunities and secondary training available for Native Indian students;
3. The Role Model program provides the District, through the NTC with the opportunity tomeet with successful Native Indian people; and
4. The NTC employs study hall supervisors for all their villages and two elementary schools, Monday to Thursday, 6-9 p.m.

Future projects include a longhouse to be situated on the Fall Fair grounds. The Longhouse will become a focal point of interest for the public and will be used by the District schools. It is anticipated that traditional Native Indian tribal dances, story telling, art work and Native Indian food will be featured. If grants are available, The District intends to hire 1 1/2 Native Indian resource people to provide our students with Native Indian Art experiences. The Tseshaht Band is currently developing a 12-volume video Native Indian Cultural Study. Once this has been developed The District hopes to use them as a resource.

It is also the intention to develop units of instruction in Nuu-chah-nulth Native Ancestry, Native fishing; the hereditary chief system, and land claim/fishing rights of First Nation people.

For further information contact: Denny Grisdale, District Principal, Native Indian Education; School District #70, 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph: 723 3565

11.5. School District #70 and Nuu-Chah-Nulth Tribal Council, Port Alberni

Native Indian Resource Personnel

- *Joint Project, Indian Culture, Indian Language, Learning Assistance, Elementary, Secondary*

Native Indian Resource Personnel are provided through the District on a contract basis with NTC. There are five full-time and various part-time Native Indian Resource Personnel. A structured, 10-week training program is provided for these Personnel.

The Native Education Resource Person provides specialized enrichment in Native Indian culture, supports and assists the teaching staff in District elementary schools. They work under the general supervision of the classroom teachers in some elementary schools. They:

1. assist in the instruction of Native Indian culture to all students;
2. assist students in coping with mainstream culture;
3. assist the librarian/classroom teacher with the development of Native cultural units;
4. provide instruction in the Nuu-chah-nulth National language;
5. act as a role model and culture interpreter;
6. assist NILAP classroom teachers in working with students experiencing learning difficulties;
7. work with teaching staff and administration to provide a Native-perspective of educational tools, teaching methods and cultural differences;
8. assist is supervision of selected student activities and field trips; and
9. do home visitation.

For further information contact: Denny Grisdale, District Principal, Native Indian Education; School District #70, 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph: 723-3565.

11.6. School District #70 and Nuu-Chah-Nulth Tribal Council, Port Alberni

Native Indian Learning Assistance Program

- *Joint Project, Learning Assistance, Elementary, Secondary*

The purpose of the Native Indian Learning Assistance Program (NILAP) is to provide learning assistance for students with special academic, social and emotional needs. Through program participation, NILAP seeks to provide each student an opportunity to develop to the fullest potential academically, socially and emotionally in the regular school program.

The objectives of NILAP are to:

1. develop basic skills in language arts and mathematics;
2. develop good character, self-esteem and pride in school achievement;
3. develop good work habits and full application to academic tasks;

4. work with classroom teachers in establishing the needs of the students and assist the teachers in identifying students needing learning assistance;
5. give support, ideas and provide special materials to the classroom teachers; and
6. develop home-school communication regarding individual student's program through the use of home school coordinators/home visits (secondary level).

For further information contact: Denny Grisdale, District Principal, Native Indian Education; School District #70, 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph: 723-3565.

11.7. School District #70 and Nuu-Chah-Nulth Tribal Council, Port Alberni

Home School Coordinators

- *Joint Project, Home School Coordinator, Elementary, Secondary*

The Home School Counsellor is a primary liaison/resource person between school students and home environment. The primary responsibility of this person will be to utilize personal knowledge and local resources to ensure students have access to and receive every education opportunity available in order to graduate from the elementary and secondary program. There are five Home School Coordinators working with the Native Indian students, their families and teachers. The main duties of the Home School Counsellor are:

1. to establish and maintain a regular visitation schedule within the Port Alberni area schools;
2. to provide counselling and consultative services for students, parents, teachers and administrators with a view to identifying and improving academic, cultural, emotional and social adjustment;
3. to make home visits to Students in order to establish and maintain an effective line of communication between student/home/school;
4. to assist parents/guardians of students in securing appropriate community resources in child rearing and family life;
5. to provide appropriate information to school staff in the planning, placement or assistance for students;
6. to maintain statistical data on student attendance, absenteeism and tardiness in order to identy reasons for excessive absenteeism and to offer solutions;
7. to follow up on students who leave the school system prior to graduation; and
8. to liaise with the NTC, Native Indian organizations and social services personnel.

For further information contact: Denny Grisdale, District Principal, Native Indian Education, School District #70 (Alberni) 4690 Roger Street, Port Alberni, B.C. V9Y 3Z4. Ph: 723-3565.

11.8. Ucluelet Band, Ucluelet

Pre-School/Kindergarten

- *Band Controlled, Indian Culture, Pre-School, Kindergarten*

The program started in September 10, 1985. The goals of the project are to provide an on-reserve Pre-School/kindergarten facility with qualified personnel. The kindergarten program runs 5 half-days per week. There is encouragement of parent and grandparent involvement with parties, assistance in carfts and in field trips. Elders also assist in Native language and stories. Cultural content and basic language skills are continued in both English and Ucluelet dialects.

The Ucluelet Band has recently questioned the appropriateness of public school evaluation techniques for Native students. Therefore we have attempted to send the child to the public schools with an evaluation of learning styles.

The school focusses on a good attitude to our school, our culture and our parents. Emphasis on personal development such as good self-esteem, respect and language development are at the core of all activites.

The child understands global concepts such as geography, family, community workers, etc. from the reserve perspective before they enter the public school science. There cultural strengths are then forwarded with permanent records.

For further information contact: Bernice Touchie, Ucluelet Band Office, P.O. Box 699, Ucluelet, B.C. V0R 3A0. Ph: 726–7342.

TSIMSHIAN

CARVED BOARD: Yellow cedar, teeth of opercula, eyes inlaid with abalone.

Courtesy of the Royal British Columbia Museum

12.1. Gitsegukla Band School, Gitsegukla (Hazelton)

Gitsegukla Band School

- *Band Controlled, Indian Culture, Indian Language, Elementary*

There are 110 enrolled students from nursery to grade 7. 10 teachers and 1 aide are employed by the Band. The Band also employs a full-time Education Coordinator who works with the secondary and post-secondary students. The Band also employs a full-time language and culture instructor. The Band has a secretary who works with the principal and teachers.

Gitksan Studies is a cultural enrichment program which includes Gitksan culture and history, language, art and drama. The purpose is to bring the Native culture into the school system through direct contact with the parents and the community. The project began in September 1978.

For further information contact: The Principal, Gitsegukla Band School, 21 Seymour Avenue, R.R. #1, South Hazelton, B.C. V0J 2R0. Ph: 849-5739.

12.2. Gitsegukla Band, Gitsegukla (Hazelton)

Gitsegukla Elementary Music and Band (Instrumental)

- *Band Controlled, Music, Elementary*

The goals of the project are to encourage young children to develop skills in music (singing, reading, and playing instrumental music), to develop an appreciation of composers and their music, and to develop a school band.

This music program began in the fall of 1987 when a part-time instructor (0.6) was employed. Each class receives music three days per week. Senior students, mostly grade 6 and 7, receive private and group lessons on band instruments. The school band is comprised of 18 students playing clarinets, trumpets, saxophones, flutes, and drums.

It is hoped that as students enter secondary school they will continue to study band that eventually a village band will be formed. All band equipment is purchased by the school and loaned to students.

For further information contact: Gitsegukla Band Council, 21 Seymour Avenue, R.R. #1, South Hazelton, B.C. V0J 2R0. Ph: 849-5739.

12.3. Gitsegukla Band, Gitsegukla (Hazelton)

Gitsegukla Head Start Project

- *Band Controlled, Pre-School*

In the fall of 1986 the Band Council embarked on a new program for three-year olds. The purpose of this program is to help Pre-Schoolers to develop language facility and social behavior. A further aspect includes development of sensory skills and physical dexterity, both small and large motor skills.

Approximately 8–10 children have been enrolled in each of the past three years. A qualified E.C.E. instructor plus an assistant operate this program (half-time). Children attend Monday to Thursday 10:00–12:00 mornings. This project is partly supported through ICHRS with the education budget for the elementary school covering the rest.

Marked improvement has been noted by the Nursery teacher who enrol these youngsters the following year.

For further information contact: Gitsegukla Band Council, 21 Seymour Avenue, R.R. #1, South Hazelton, B.C. V0J 2R0. Ph: 849–5739.

12.4. School District #88 (Terrace), Hazelton

Elementary Cultural Awareness Instructor

- *Indian Language, Indian Culture, Elementary*

The goal of this program is to promote an awareness and understanding of the Gitk'san culture with particular emphasis on the legends, two- and three-dimensional art, bead work, and weaving. The program is offered in the three Hazelton area elementary schools.

A language component is in the process of being developed to complement the Cultural Awareness Program for John Field School.

At present, an itinerant teacher, Mr. William Gogag, provides a weekly program to both Native and non–Native children which reinforces the knowledge of Native children in their heritage while providing a cross cultural experience to enhance appreciation and understanding for non–Natives. The program has evolved from an earlier Indian Art Program to encompass a wider spectrum of Native heritage. All children at John Field participate in the program and only the occasional youngster at the two other schools is withdrawn.

For further information contact: Mr. Gary Moore, Principal, John Field Elementary School, Box 240, Hazelton, B.C. VOJ 1YO. Ph: 842–5313.

12.5. School District #88 (Terrace), Hazelton

Elementary Language Development Class

- *Language Arts, Elementary*

The objective of the Language Development class is to improve student understanding and use of the English language so they may cope more effectively with mainstream curricula. Low enrolment is maintained in the class so that maximum individual benefit can be achieved. Most of the students involved are at the grade 1 level.

Language development is emphasized and facilitated through group patterned practices, individual oral and aural practice, and a relaxed supportive classroom environment. Specific objectives are:

- to improve the level of receptive and expressive verbal language of the students enrolled;
- to improve reading, printing and spelling skills at an accelerated rate;
- to improve students' concept of self as a public speaker and social talker in a classroom environment; and
- to increase the amount of spontaneous standard English spoken in the school day.

Funding is supplied by the Ministry of Education.

For further information contact: Ms. Judy Luxton, Language Development Teacher, John Field Elementary School, P.O. Box 5313, Hazelton, B.C. VOJ 1YO.

12.6. School District #88 (Terrace), Hazelton

John Field Aide Program

- *Learning Assistance, Elementary*

The John Field Aide Program is designed to provide support and aid to individuals and groups of students at various grade levels who require more than Learning Assistance approaches. Even with the support of a Learning Assistance Teacher some students' academic abilities and skill levels make it difficult for them to function effectively in the regular classroom. They often need the on-going support of an aide. The presence of the Indian aides make Indian people a visible part of the Indian education process, provides Indian adults as models within the school system, can encourage Indian students teaching. Indian culture and language programs are continually in jeopardy because of the lack of resource people with some confidence of working in a school setting. Over the years the aide positions create a pool of Indian resource people. Hiring Indian aides also has a positive effect on the relationship between the school and the community. However, funding cutbacks have reduced the program of Learning Assistance aides to one school, John Field.

For further information contact: Principal, John Field Elementary School, P.O. Box 240, Hazelton, B.C. V0J 1Y0. Ph: 842-5313.

12.7. School District #88 (Terrace), Hazelton

Elementary Indian Art Instructor

- *Art, Indian Culture, Elementary*

The program aims to gain acceptance from Indian and non-Indian students and teachers for Gitksan Art as a permanent addition to the school curriculum.

The Hazelton itinerant art instructor has travelled to all the elementary and secondary public schools in the Hazelton and Kitwanga communities supplementing art programs. Owing to funding cutbacks the Art Instructor now visits only John Field Elementary School. Instruction in woodcarving and other forms of Indian art have been provided to small groups of students on an optional basis in 2-3 dimensional design, drawing, painting, and carving. Gitksan names, legends and history are introduced through the art instruction. The demand in both communities was such than an Indian art instructor was requested for each community. Unfortunately, funding was not available.

For further information contact: Mr. Victor Mowatt, Indian Art Instructor, John Field Elementary School, P.O. Box 5313, Hazelton, B.C. VOJ 1JO.

12.8. School District #88 (Terrace), Hazelton

Secondary Tutorial Program

- *Tutor, Academic Skills Development, Secondary*

The purposes of the program are to improve academic performance, to provide a quiet supervised study environment, and to develop effective study skills in as many areas as possible.

Secondary students are being offered tutoring in class assignments during the evening hours. The program focus is Native Indian students but any student is eligible. The program is being offered four evenings a week. One-to-one tutoring is given on a rotating basis in Hazelton Secondary School by tutors with expertise in English, Social Studies, Math and Science. Local teachers have been hired as the tutors. Attendance has varied from one student to more than 25.

The program is supported by the Ministry of Education.

For further information contact: Mr. Gary Underhill, Principal, Hazelton Secondary School, P.O. Box 5214, Hazelton, B.C. VOJ 1YO. Ph: 842-5214.

12.9. School District #88 (Terrace), Hazelton

Secondary Indian Art Program

- *Art, Indian Culture, Secondary*

This program, which is administered by School District #88 hopes to instill a knowledge of, and pride in, the visual arts of Indian culture.

A full-time teacher at Hazelton Secondary school offers a program in Indian Art to all students. The program concentrates on drawing, painting and carving. The classes are open to all students, both Native and non-Native. This is a locally developed course.

For further information contact: Mr. Gary Underhill, Principal, Hazelton Secondary School. P.O. Box 5214, Hazelton, B.C. VOJ 1JO. Ph: 842-5214.

12.10. School District #88 (Terrace), Hazelton

Indian Education Programs, Hazelton Secondary

- *Academic Skills Development, Indian Studies, Secondary*

Native Studies 12: This is a locally developed course put together jointly by the school's Social Studies staff and Gitksan-Wet'suweten Tribal Council.

Hazelton Alternate School: Alternate education for up to 12 students is supplied by the school. An Advisory Committee functions well and encompasses personnel from MHR, Probations, School District #88 (Terrace), and the Gitksan-Wet'suweten Tribal Council. Some students successfully transfer from the Alternate School to BTSD or to Hazelton Secondary School.

For further information contact: Mr. G. Underhill, Principal, or B. Petursson, Instructor, Hazelton Secondary School, P.O. Box 300, Hazelton, B.C. V0J 1Y0. Ph: 842-5214.

12.11. School District #88 (Terrace), Hazelton

Employment Orientation Program—Occupational

- *Pre-Employment, Secondary, Academic Skills Development*

The School District personnel has revamped the Ministry's Grade 8–10 Occupational Program. Life skills, vocational preparation, and work experience have become integral portions of the program. High profile community work, and a large variety of guest

speakers, community-school meetings, and extensive involvement of Tribal Council personnel characterize the program. The core subjects are Math Skills, Communication Skills, Science, Physical and Health Education and Social Studies (emphasis on local studies). There is much mainstreaming in the elective areas, and in physical and health education.

Approximately 40 students are enrolled in the Grade 8–12 program. The senior years encompass similar content to the junior years also include Consumer Education 11/12, Tutorial 11/12, and 12 weeks of work experience in May and June.

The program is populated by both Native and non-Native students although the former predominate.

For further information contact: Mr. Gary Underhill, Principal, Hazelton Secondary School, P.O. Box 5214, Hazelton, B.C. VOJ 1YO. Ph: 842-5214.

12.12. School District #88 and Gitksan Wet'suwet'en Education Society, Hazelton

Silver Standard School

- *Joint Project, Alternative School, Secondary*

This project is administered by School District #88, Terrace, and the Gitksan Wet'suwet'en Education Society.

The goal of this project is to provide an alternate education program for students who have been unable to function successfully in a regular high school setting. This program serves youth, 14–17 years of age, who have to date all been of Native Indian ancestry and heritage. These young people have been unable to meet the demands of the regular high school. The program offers a hands-on practical life skills curriculum in addition to regular but individualized academic programming.

For further information contact: Mrs. Elizabeth Wilson, Director of Education, (Special Services), School District #88, 3211 Kenney St., Terrace, B.C. V8G 3E9. Ph: 635-4931.

12.13. School District #88, Terrace/Hazelton/Kitwanga

District Principal –Indian Education

- *Education Coordinator, Elementary, Secondary*

The District Principal–Indian Education shall:

1. be responsible in consultation with District Staff and the respective principals in developing programs and courses for Indian students including the staffing, staff

evaluation, and budget preparation to support such initiatives;
2. supervise public school Home School Coordinators in their work with students in consultation with the respective school principal;
3. advise and assist Band Education Committess in developing Indian community involvement in public schools;
4. provide liaison between Band and Provincial Schools;
5. provide liaison and assistance to Band Pre-Schools;
6. evaluate programs and personnel working in Indian Education; and
7. assume other duties as assigned by the Superintendent of Schools.

Special responsibilities:
1. to organize a training program for the Language/Culture Teachers. (Education 342 from UBC, "Teaching Native Languages in the Elementary Schools was offered in the Hazelton area from February 27 to May 6, 1989)
2. to organize funding proposals for the Gitksan Language/Culture Curriculum Guide.
3. to co-ordinate the activities of the committee for the Gitksan Language/Culture Curriculum Guide.

Future plans are to print a curriculum guide for the Gitksan Language/Culture Program from Nursery to Grade Twelve.

For further information contact: Ms. J.F. Ryan, Box 60, South Hazelton, B.C. VOJ 2RO. Ph: 842-6222.

12.14. School District #88, Terrace/Hazelton/Kitwanga

Home School Coordinators

- *Home School Coordinator, Elementary*

The goal of the Home School Coordinator is to create understanding within the triangle of home, student and school. Home School Coordinators assist the school in providing the best possible learning environment for Native children. They achieve this by assisting principals and teachers in the communication process between Native children, parents and bands.

Their core role is to assist the principal and staff in enhancing the liaison between Native students, their parents, Native bands and the school and to assist Native students in successfully completing their studies. To complement this core role, the Home School Coordinator makes contact with every Native student and ensures that the student is aware of the services of the Home School Coordinator, assists the principal and staff in developing a liaison with the parents of Native students and with the bands to which the students belong. The Home School Coordinator also assists the staff in understanding the needs of Native students and the principal in facilitating the education of the Native students in the school.

To accomplish these objectives, the Home School Coordinator is expected to meet with

every Native student at least once a year to inform him or her of the services of the Home School Coordinator and to visit each student's home once a year. The Home School Coordinator helps develop communication between the school and band councils, promotes a positive image for the school in the Native community and encourages involvement of the Native community in school activities and school participation in the functions of the Native community. The Home School Coordinator assists the principal in the management of Native students within the school, works to maximize attendence of these students and raises any concerns about social problems of Native children with band social workers and band education officials. The Home School Coordinator also acts as a support person or intermediary for parents and/or teachers at parent teacher interviews and provides a drop-in centre as well as support for Native children in the school. The Home School Coordinator is also available to aid the principal as required to enhance home school cooperation and understanding and pupil success.

For further information contact: Mrs. Elizabeth Wilson, Director of Instruction, School District #88, 3211 Kenney St. Terrace, B.C. V8G 3E9. Ph: 635-4391.

12.15. School District #88, Terrace/Hazelton/Kitwanga

Elementary Learning Assistance

- *Learning Assistance, Elementary*

The goal of this project is to improve the attendence and academic achievement of Native students enrolled in two elementary schools.

A half-time teacher works in each school, working with students individually and in groups and also with teachers. Students are provided with assistance in their studies and the school program is established within a Native context. Teachers are sensitized to the backgrounds and unique learning styles of Native students.

For further information contact: Mrs. Elizabeth Wilson, Director of Instruction, School District #88, 3211 Kenney St., Terrace, B.C. V8G 3E9. Ph: 635-4931.

12.16. School District #88, Terrace

Home School Coordinator—Clarence Michiel Elementary

- *Home School Coordinator, Elementary*

Some of the duties of the Home School Coordinator are:

- promote positive communication between home and school
- counsel native students with personal problems
- maintain close contact with parents and inform them regarding parent-teacher interviews, and make home visits in consultation with administration and/or counsellors

- work with teachers and students to improve relationships/attendance/ grades
- provide a homework room and tutor from 3:00 to 4:00 in the afternoon
- work with other Community Resource Personnel such as Kermode Friendship Society, Human Resources, Native Courtworkers, Kitselas Band, Kisumkalum Band and other affiliated Bands in the surrounding area
- encourage parents to come into the school to observe

For further information contact: Mr. D.M. Crawley, Principal, Clarence Michiel Elementary School, 3430 Sparks Street, Terrace, B.C. V8G 2V3. Ph: 638–0306.

12.17. School District #88, Terrace

Culture Classes—E.T. Kenney Primary

- *Indian Culture, Language Arts, Primary*

The goals of project are to expand and improve useage of the English language and to improve children's self-concept.

This is carried out by a half-time Native Indian Education teacher who provides culture classes and learning assistance for Native children. There are 107 Indian students in the school population of 267 in grades K to 3. This is the second year of operation.

The culture classes are a "pull out" program. Native children receive hands on exploration of their culture. Each grade attends the 1/2 hour classes a week for approximately 6 weeks. The atmosphere is relaxed in order to promote language as well as a pride in themselves and their heritage. Kindergarten children receive a "Living Language" program.

The Learning Assistance Program is for small groups needing back–up for classroom activities as well as language development through Native content literature.

There have been several Native guest speakers. Several Native mothers also helped with the grade 3 feast and grade 1 sewing.

A language program is being piloted in grade 1 using the "Circle Series". The Native Education teacher prepares the program and trains aide and oversees operations.

For further information contact: Principal, E.T. Kenney Primary School, 4620 Loen Avenue, Terrace B.C. V8G 1Z5. Ph: 635–5828.

12.18. Kispiox Indian Band, Kispiox

Kispiox Community School

- *Band Controlled, Community Education, Home School Coordinator, Pre-School, Elementary*

Kispiox Community School began its operation as a Band Operated School in 1981. It is currently administered by the Anspayaxw School Society and is a member of the Independent School. The current enrollment is 105 students from Nursery to Grade 7, of which 14 students come from outside the village. Another twenty-two students are enrolled in the Gitksan Immersion Pre- School. The school is proud of its dedicated staff which includes 8 teachers, a Learning Assistant, a Teacher Aide, a Librarian, a Special Classroom Aide, a Home and School Co-ordinator, a Secretary, a Bookkeeper, a Principal and an Administrator.

The goals of the school, or its philosophy, are that every child has the right to receive the finest education possible and that school should be a warm, challenging and stimulating environment, which draws the best from every student. To realize these goals, Kispiox Community School offers a number of academic programs, including: rocketry, individualized music lessons, school-wide reading clubs, creative writing competition, evening tutorials, extensive field trips. In addition, the staff of the school offer various extra-curricular activities such as: soccer, swimming, gymnastics, cross-country skiing, salmon enhancement, outdoor education. In order to ensure the wholistic growth of each child, the school employs the services of professional counsellors for individualized counselling services, and to conduct PRODUCT CHARLIE and THE CARE KIT.

Experiential learning, hands-on activities, WHOLE LANGUAGE, MATH THEIR WAY and COOPERATIVE LEARNING are well established in the school. The school utilizes its spectacular natural environment in many activities. The rich heritage of the Gitksan Culture and its people enhance many language arts activities and are a mainstay of the social development of the children of the school. This year the school is involved in the training of children in the Feast House System—which seeks to educate all the children of the school in the procedure of the Hereditary Feast System.

For further information contact: R.S. Steinbeisser, Principal, Kispiox Elementary School, Box 418, Hazelton, B.C. VOJ 1YO. Ph: 842-6148.

12.19. Anspayaxw School Society, Kispiox

Pre-School Gitksan Immersion

- *Band Controlled, Indian Language, Pre-School*

Our goal is to have children actively understand and use Gitksan. The earlier a child is exposed to their ancestral language, the greater the possibility of one day becoming

fluent in the language.

Pre-School is conducted twice weekly for 2-year olds and three times per week for 3-year olds. The teacher is fluent in Gitksan. She works closely with the Kindergarten and Nursery teacher to ensure that the necessary skills required for those grades are taught.

Currently the students are responding well to commands and directions. They know their colours, numbers and some of the alphabet.

It is hoped that immersion will be expanded to include Nursery and Kindergarten. In addition, we would like to begin a program of Gitksan Language instruction for the young adults of our village.

A unique aspect of the program is the inclusion of very young children. Generally, an Immersion Program will not include 2- and 3-year olds, but because the need to revitalize the language is so great, we decided to begin at an early age.

For further information contact: Kispiox Elementary School, Box 418, Hazelton, B.C. VOJ 1YO. Ph: 842-6148.

12.20. Gitanyow Band, Kitwancool

Gitanyow Independent School

- *Band Controlled, Indian Language, Indian Culture, Elementary, Secondary*

The goal of the school is that each student will learn aspects of their language and culture that will enable them to play a meaningful role in their community and with this involvement contribute to the larger society. The students will find out who they are and with this knowledge have the courage to compete in the market place.

The Gitanyow Independent School offers from Nursery to grade twelve. Adult Basic Education is also offered by the school. The school has an academic emphasis with a solid Native Language and Culture program. The elementary wing offers curriculum relevant to provincial guidelines. The high school uses Open Learning courses for its senior students. The Gitanyow Language and Culture are taught at all levels. Members of the community are encouraged to come into the school and participate in the children's education.

Next year we hope to be able to offer a strong outdoor education program with emphasis on the fishery, forestry and cultural methods of food harvest.

A unique aspect of the school is that we have a method of teaching the language and culture that has a very high knowledge retention rate among the students.

For further information contact: Jacky Smith, Home School Coordinator, Gitanyow Band, Box 369, Kitwanga, B.C. VOJ 2AO. Phone 849-5528 or 849-5384.

12.21. School District #88 (Terrace), Kitwanga

Elementary Native Studies Program

- *Indian Language, Elementary*

The goal of this project is to offer a program in writing and speaking Gitksan. This is a locally developed program offering an introduction to writing and speaking Gitksan.

For further information contact: Mrs. Elizabeth Wilson, Director of Instruction, School District #88, Kenney St., Terrace, B.C. V8G 3E9. Ph: 635-4391.

12.22. School District #88 (Terrace), Kitwanga

Gitskan Studies II

- *Indian Culture, Indian Language, Elementary*

Gitksan Studies II is a language and cultural enrichment program focusing on the local Gitksan dialect and cultural practices. Oral Gitksan fluency and Native Indian heritage are emphasized. Gitksan Studies II is correlated to the English program.

Staffing for the Gitksan Studies II program include .7 FTE for K–7 and support through the District Principal of Native Education.Work is continuing with the revision of the curricula by the present teacher to outline the goals and objectives of the course that will articulate the new directions from the ministry on education in regard to languages acquisition.

The focus of the program is on oral fluency and the Native Indian Heritage and the correlation of this program to the present English language problem. The program is outlined to be a continual progression of acquisition of oral and written fluency of the language from K–7. The community members have been used to compliment the many teacher-made materials being developed by way of audio tapes, presentations, and guest lectures.

The program is operational for K–7 on an optional basis and is open to all students who have parental consent. The program is designed for the teacher to be in a stationary class or moving to individual classes for four times per week.

For further information contact: Kitwanga Elementary School, P.O. Box 88, Kitwanga, B.C. V0J 2A0. Ph: 849–5484.

12.23. School District #92 (Nisgha), New Aiyansh

Indian Education Programs

- *Curriculum, Indian Culture, Indian Language, Teacher Aide, Elementary, Secondary*

Bilingual/Bicultural Program

The objective of the program is to promote the teaching of the Nisgha language and culture as an integral part of the basic education program of the district.

The Bi and Bi Program is administered by the Bilingual/Bicultural coordinator who reports to the Superintendent. The primary function of the Coordinator "... is to ensure the successful perpetuation of the Bilingual/Bicultural Program." More specifically, the main concerns are defining objectives of the program, leading the development of the program curriculum and resource materials, visiting and assisting in Nisgha language classrooms, advising principals on the cultural infusion program, promoting the development of Nisgha Bi and Bi personnel, supervising program budget, and providing liaison of the program with the school district.

The Bi and Bi program staff include a Nisgha language specialist, a curriculum development specialist, a Nisgha language worker who is a fluent Nisgha speaker and who has learned linguistic techniques on the job, and a materials development worker who prepares some of the curriculum materials and carries out sorting and organizing of Nisgha cultural information. In 1982-83 a Curriculum Implementor was appointed whose function is to increase the use of culturally relevant materials in the classrooms.

The Bi and Bi Program also employs seven Nisgha language assistants and a Nisgha language teacher on a Letter of Permission to teach the Nisgha language classes. The Nisgha language assistants are also expected to assist in the cultural infusion of other courses.

Nisgha Language Program

The preparation of the Nisgha language section has been given the higher priority in the Bi and Bi program. The literacy workers have revised and upgraded all reading material at the elementary level according to the readability scale and are beginning to revise the secondary level materials. In addition, some reference materials on the grammatical structure and a large word list for a future dictionary have been prepared. A Nisgha language teacher's guide, many resource materials (especially pictures), and a scope and sequence chart have been prepared. The objectives of the Nisgha language section are:

1. To develop and improve comprehension of spoken Nisgha, including a wide range of patterns: instruction, commands, explanations, questions, narrations and descriptions.
2. To develop an ability to speak the language with accurate pronunciation and intonation with the highest possible degree of fluency.
3. To develop the ability to think in Nisgha.
4. To develop skill in reading Nisgha, both oral and silent.

5. To develop skill in writing Nisgha so that it will be used for such things as preparing speeches, writing for newspapers, and transcribing tapes of stories and meetings.
6. To stimulate an interest in and a knowledge of the Nisgha culture.

Nisgha language instruction is given in every elementary classroom in the district. The Nisgha language assistants provide this instruction in daily 20 to 30 minute sessions.

Cultural Infusion

The cultural infusion section of the Bi and Bi program has concentrated on: the collection of primary material related to the Nisgha culture, especially traditional culture; the production of classroom materials, particularly picture sets to use in social studies; the development of a detailed plan for infusion of Nisgha culture into the provincial social studies curriculum to grade 6; and the development of a scope and sequence chart for infusion of Nisgha culture into other curriculum areas.

The cultural infusion process is the responsibility of the principals who benefit from the advice and assistance of the Bi and Bi coordinator and resources provided by the Bi and Bi office. Individual teachers are encouraged, but not required, to use the cultural infusion suggestions and materials in their classes. The Nisgha language assistants are to assist teachers with the cultural infusion, when requested and as their time permits.

For further information contact: Mr. Alvin McKay, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0. Ph: 635-3678 or 683-2228.

12.24. School District #92 (Nisgha), New Aiyansh

District Projects

- *Home School Coordinator, Group Homes*

There are three Home School Coordinators whose roles are to ease friction between parents, child, and school. Two of the coordinators visit the group homes to ensure contact is kept between student boarders and their families.

Group Homes

There are six group homes for the use of student boarders. There are 60 students from Prince Rupert and Kincolith residing in five of the homes on a full-time basis. In winter when weather conditions deteriorate, an additional 35 students from Greenville reside in the group homes.

For further information contact: Mr. Alvin McKay, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0. Ph: 635-3678 or 683-2228.

12.25. School District #92 (Nisgha), New Aiyansh

Transition Class and Work Experience Program

- *Alternative Program, Secondary*

The Secondary School in Nisgha Elementary Secondary School meets the needs of a small group of low-achieving students. This is done by means of a grade 8 transitional class. The students in this class have small group instruction in academic subjects and are mainstreamed for other subjects.

In grades 9, 10, 11, and 12 these students enter the Work Exploration Program. This program enables students to explore work opportunities in the community. Students spend five days with an employer and have four different opportunities at a variety of experiences in the community. Opportunities offered are in the general store, maintenance, forestry, gas station, etc. As well, these students have instruction in academic and non-academic subjects.

For further information contact: Mr. Alvin McKay, District Superintendent of Schools, School District #92, General Delivery, New Aiyansh, B.C. V0J 1A0. Ph: 633-2228.

12.26. School District #52, Prince Rupert

Native Indian Education—Overview

- *Elementary, Secondary*

School District #52 serves approximately 3,800 students of whom about one-third are of native Indian ancestry. These students attend schools in Prince Rupert as well as K-10 in the villages of Port Simpson, Kitkatla and Hartley Bay.

Almost all programs/projects are school-based. The only current exception is the Sim'algyax Native Language program which is coordinated at the district level. The district's three Directors of Instruction oversee various components of local native Indian education. They are assisted in their work by a Coordinator of Indian Education.

The School District is guided, on a bi-annual basis, by "Directions". One of the six "Directions" currently in place is to continue to develop and support programs and strategies designed to improve success for native Indian students. There is a committee which meets periodically to assess the status of this "Direction", in the context of the district's total educational program.

For further information contact: Vonnie Hutchingson, Coordinator of Indian Education, 825 Conrad St., Prince Rupert, B.C. V8S 1X1. Ph: 627-1536.

12.27. School District #52, Prince Rupert

Home School Coordination Program

- *Home School Coordinator, Indian Culture, Elementary, Secondary*

Native Awareness and Study Support Program

This program is located in Booth Memorial Junior Secondary and Prince Rupert Secondary School. Its goal is to increase awareness of differences between personal culture and school culture and to promote success at school.

The persons involved in this program provide an additional support and counselling service to Native students and act as a liaison between the students, parents, teachers, school counsellors, administrative officers and external agencies. They spend most of their time doing the following:

- Helping students develop personal goals
- Assisting Native students explore potential careers by identifying appropriate courses and programs in relation to the individual's educational goals, attitudes, interests and abilities
- Developing a greater cultural awareness among school staffs.

Home School Coordinators for Hartley Bay, Port Simpson and Kitkatla

This program is for students from these two villages and is administered by the respective Band Councils, in liaison with the Principal of Prince Rupert Secondary School.

The goal of this programs is to assist students in making the transition between Grade 10 in their village schools and Grade 11 in Prince Rupert and to assist these students in coping with school and home demands once in Prince Rupert.

The two Cocodinators are employees of their bands and are stationed at Prince Rupert Senior Secondary School. They each supervise a Boarding Home Program, where Grade 11 and 12 students attending school in Prince Rupert are boarded in private homes.

The Coordinators provide some counselling for their students and act as liaisons between students, parents, boarding parents and school personnel. They meet with teachers about individual students; coordinate meetings for parents, boarding parents and students; initiate study-hall sessions for their students and keep track of students' attendance and general school performance. They also administer the monthly spending money allowance bands provide for their students attending PRSS.

Home School Coordinator for Metlakatla

The Metlakatla Band Council, in liaison with the principals of Prince Rupert Secondary School, Booth Memorial Junior Secondary School and Conrad Elementary School administer this program, the goal of which is to ensure that the majority of Metlakatla's students have a positive and successful school experience.

One coordinator works with about 20 students who are in Grades 8 to 12. Acting as a counsellor this person helps students develop personal goals, assists them in exploring potential careers and assists them in identifying appropriate courses and programs. As well, individual student progress is monitored weekly and attendance is monitored daily; students are encouraged and supported in their studies and meetings with parents, teachers and administrators are coordinated.

Another coordinator works with about 20 students in Grades 1 through 7. This person's main role is to ensure the safety of students as they travel to and from school on a ferry. The other major responsibility is to act as a liaison between the school and the home.

For further information contact: Mr. Art Munger, Principal, Prince Rupert Secondary School, 417 West 9th Avenue, Prince Rupert, B.C. V8J 2S9. Ph: 624-6757; or Mr. Skip Cronck, Principal, Booth Memorial Junior Secondary School, 500 Hays Cove Circle, Prince Rupert, B.C. V8J 2S9. Ph: 624-5031.

12.28. School District #52, Prince Rupert

Coordinator, Sim'algyax Language Program

- *Indian Language, Curriculum, Pre-school, Elementary, Secondary*

The Sim'algyax Language Program provides instruction in the ancestral language of the Tsimshian people during the school day in the village schools of Hartley Bay, Kitkatla and Port Simpson. The current goal of the school program is to increase familiarity with the languge.

The Sim'algyax teachers have completed diploma coursework through Simon Fraser University or the University of Victoria. They assemble in Price Rupert for once-monthly workshops to review items such as second language teaching techniques, classroom management skills, reporting procedures and curriculum mapping.

Instruction, totalling 100 minutes per week is offered in Nursery through Grade 10 in Hartley Bay, nursery through Grade 10 in Kitkatla, and nursery through Grade 7 in Port Simpson. A long term district objective is to extend the program into the senior secondary grades.

An informal curriculum for Nursery to Grade 10 is in place. Teaching materials such as puppets, flashcards, big books, readers, language games and a slide-tape presentation of a lengend have been developed. Further curriculum development is

ongoing.

For further information contact: Vonnie Hutchingson, Coordinator of Indian Education, 825 Conrad St., Prince Rupert, B.C. V8J 3B8. Ph: 627-1536.

12.29. School District #52, Prince Rupert

Village Schools' Programs and Strategies

- *Indian Language, Indian Culture, Elementary*

Hartley Bay School

Sim'algyax Native Language Program: Delivered to all students on a 20 minutes per day basis.

Culture Blocks: Eight timetable blocks over the school year in which all students have opportunities to participate in culturally focused activities.
School Committee: Joint parent/Band Council groups that meets monthly and assists the school and students.
General: Programs, projects and priorities are always influenced by local needs.

Lach Klan Elementary/Secondary School: Kitkatla

Sim'algyax Native Language Program: For students in nursery school through Grade 7.
Social Studies: Locally developed materials are used, at the teacher's discretion, in Grades 3 and 4.
Library: Emphasis, in the collection, on Native culture materials.
Art: Most intense area of cultural recognition.
General: Programs, projects and priorities are always influenced by local needs.

Lax Kw'laams Community School: Port Simpson

Sim'algyax Native Language Program: Delivered to all elementary students.
General: Programs such as 'whole language', classroom management, study skills and field activities are always influenced by local needs.

General
The following practices, involving all three schools, are in place:
1. Secondary students participate in the district's work experience program.
2. Each of the thre counsellors at Prince Rupert Secondary School work with a village school; mainly to assist students in moving from Grade 10 in a village to Grade 11 in Prince Rupert.
3. Each of the village schools has a "buddying" arrangement with an elementary school in Prince Rupert.

For further information contact: Dave Harrison, Director of Instruction (Secondary), 825 Conrad Street, Prince Rupert, B.C. V8J 3B8. Ph: 527-1536.

MISCELLANEOUS

13.1. Ministry of Education, Indian Education, Victoria

The B.C. Provincial Indian Education Program Branch

- *Coordinator, Consultant, Curriculum, Academic Skills Development*

The British Columbia Ministry of Education actively supports Indian Education programs for and about Indian people which are in addition to the regular program and other special services available to all students in the B.C. public school system. These Indian Education programs and services are developed and delivered by 58 school districts in accordance with provincial guidelines. Provincial Indian Education funding contains provision for both the student's regular school program as well as the additional "Indian Education" programs.

Provincial program approval for funding support and the administration of provincial policy is the responsibility of the Ministry of Education. Provincial approval of school district programs and services is issued under the following categories:

1. Native language development and implementation.
2. Native Indian curriculum development and implementation.
3. Native Indian para-professional workers program.
4. Native Indian Alternative programs.
5. Native Indian Preventative programs designed to strengthen the academic skills necessary for school successes.

In addition the Indian Education program may support projects which have regional or provincial implications.

A major activity for Indian Education involves consultations and liaison with school districts, bands, other Indian organizations, and government agencies both federal and provincial.

A variety of curriculum materials are now available through the Provincial Education Media Centre.

For further information contact: Marcia Dean or Leonie Rivers, Native Indian Education Coordinator, Ministry of Education, 620 Superior Street, Victoria, B.C. V8V 2M4. Ph: 387-1544.

13.2. Ministry of Education, Indian Education Branch, Victoria

Native Indian Education Advisory Committee

- *Indian Education Committee*

Members of the Committee meet with the Ministry of Education to:

1. advise on the development of policy with regard to the education of native Indian students in the public schools of British Columbia.

2. advise on developing long-range plans and guidelines for the establishment and operation of programs for native Indian students in British Columbia public schools.
3. advise the Ministry of Education on the unique educational needs of native Indian students and bring native Indian community concerns regarding educational matters to the Ministry's attention.
4. undertake specific projects in tasks in keeping with the above terms of reference.

For further information contact: Rick Connolly, Director, Indian Education Branch, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 2M4. Ph: 387-1544.

13.3. University of British Columbia, Vancouver

First Nations House of Learning

- *Indian Culture, Post-Secondary*

The mandate of the First Nations House of Learning is to make the University's vast resources more accessible to B.C.'s First People, and to improve the University's ability to meet the needs of First Nations. The House of Learning is continuously seeking direction from the First Nations community in determining priorities and approaches. This is being achieved through consultation meetings and workshops held throughout the province.

The First Nations House of Learning is dedicated to quality preparation in all fields of post-secondary study. We believe that quality education is determined by its relevance to the philosophy and values of First Nations.

The objectives of the First Nations House of Learning can be summarized as follows:
- to facilitate the participation of First Nations people in a wide range of study areas by providing information on post-secondary opportunities and support services.
- to expand the range and depth of program and course offerings within the faculties, schools and institutes at U.B.C. related to needs identified by First Nations People and communities in B.C.
- to identify and promote research that would extend the frontiers of knowledge for the benefit of First Nations (e.g., legal studies of land claims and self-government, resource management, delivery of social services).
- to increase the First Nations leadership on campus.
- to establish a physical facility (longhouse) on campus to enhance access and support services for First Nations students.

A longer range plan includes the possibility of founding an international component for the advancement of indigenous people around the world.

Programs for First Nations at U.B.C. include:
- Native Indian Teacher Education Program
- Ts'kel Program (M.Ed.)

- Native Law Program
- First Nations Health Care Professions Program

The House of Learning is working towards extending the successful components of the existing programs into other faculties of the University to increase the range of professional programs relevant to First Nations needs.

New areas to explore:
- Natural Resources Management
- Business Administration
- Performing and Creative Arts
- Sciences
- First Nations' Languages

For further information contact: Verna J. Kirkness, Director, The First Nations House of Learning, University of British Columbia, 6365 Biological Sciences Road, Vancouver, B.C., V6T 1W5. Ph: 222-8940.

13.4. University of British Columbia, Faculty of Education, Vancouver

Native Indian Education Programs

- *Indian Culture, Post-Secondary*

NITEP

The Native Indian Teacher Education Program is a UBC Bachelor of Education program guided by an Advisory board of Indian Educators, UBC faculty and NITEP students. The aim is to graduate fully qualified Native people in the field of education. Students generally begin their programs at field centres at or near their homes. After this, students move to UBC to complete their degree requirements.

NITEP/FNHL Field Centres

Students may begin UBC programs through the First Nations House of Learning (FNHL). First and second year university transfer credit can be acquired at the NITEP field centre location. Counselling and support services provided by the NITEP counsellors is now available to students interested in fields other than teaching. Indian studies courses, a seminar and field placements are components of the field centre years in which all NITEP/FNHL students participate.

Ts"kel Administration Program (M.Ed.)

Ts"kel is designed to prepare Native Indian people for the field of educational adminstration. With the advancement of Native Indian self-government through Canada including the establishment and control of schools, the need for qualified administrators is critical.

The program offered through the Department of Adult, Administrative and Higher Education at the University of British Columbia provides an opportunity for interested and qualified Native Indian people to develop the leadership and administrative skills needed for Native Indian schools and other related institutions. The program leads to the Master of Education (M.Ed.) in Administration.

For further information contact: Prof. Verna J. Kirkness, Director of Native Indian Education, Faculty of Education, University of British Columbia, Vancouver, B.C. V6T 1Z5. Ph: (604) 228-5854, or (604) 228-5240.

13.5. University of British Columbia, Pacific Educational Press, Vancouver

Queen Charlotte Islands Readers and Teachers' Guide

- *Language Arts, Elementary*

The Queen Charlotte Islands Reading Series presents the culture of the Haida people, as they exist today within the context of their past.

The series presently consists of fourteen Readers and a Teachers' Guide. The Readers are carefully levelled to act as supplements to the standard reading series available in most schools. For simplicity they are levelled within each grade level: A for easy, B for medium, and C for harder.

Grade One:

Haida Art (1A): A Haida cultural reader which compares Haida art representations with their natural counterparts, for example, a Haida bear with a natural bear, 1983.

Colours of the Islands (1B): Two children discover numbers and colours as they visit totem poles and tidal pools of Ninstints, an old Haida village on Anthony Island, 1987.

Island Fun (1C): A story about how a young Haida boy has fun during a typical day on the Queen Charlotte Islands, 1984.

The Forest (1C): A story about the animals and plants that live in the forests of the Queen Charlotte Islands, 1984.

Grade Two:

Birds of the Islands (2A): A reader describing the birds of the Queen Charlotte Islands, 1984.

Potlatch (2A): Leslie, a young Haida girl, describes and participates in a present day potlatch given by her uncle, 1985.

Crests of the Haida (2B): Descriptions of, and legends behind the figures of the famous Skidegate totem pole carved by Bill Reid, 1985.

The Weavers (2C): A story about Haida weavers and how they use the bark of the cedar and the roots of the spruce to weave the fabrics of their culture, 1983.

The First Totem Pole (2C): A Haida boy and his father discover a special underwater village that inspires them to create the first totem pole, 1985.

Grade Three:

Bears and Berries (3A): A story from the early part of this century, about a young Haida girl who goes berry picking with her mother and hears a story about the relationship between bears and her clan, 1983.

Between the Tides (3A): A family explores and discovers the abundant sea life existing along the shore, 1987.

The Cedar (3B): A tale of the Haida carver and how the Haida images emerge from the cedar as the craftsman works, 1984.

The Man Who Became An Eagle (3C): A legend from the early Haida describing misdeeds and their puishment with the help of the magical powers of eagle skins, 1984.

Raven and the Moon; The Oystercatcher (3C): Two legends from the Haida past are included in this reader. The first deals with how Raven steals the moon and lights up the night sky. The second tells how the oystercatcher got his red bill and white legs, 1984.

Teacher's Guide:

The Queen Charlotte Island Reading Series: A Teacher's Guide (Revised Edition) supports the complete reading series. This 176 page guide contains background information about the Haida culture, along with language arts activities; social studies, science and art activities; and hands-on activities for students. These activities are detailed for each of the fourteen readers in the series, 1988.

Readers are $14.00 each. The Teachers' Guide is $15.00.

For further information contact: Pacific Educational Press, Faculty of Education, University of British Columbia, Vancouver, B.C. V6T 1Z5. Ph: 228–5385.

13.6. University of British Columbia, Museum of Anthropology, Vancouver

School Programs

- *Indian Culture, Resource Centre*

The Museum of Anthropology offers school programs to familiarize students with the Museum environment and collections, and to enrich their classroom studies of Northwest Coast culture.

The following school programs are offered from mid-October to mid-June:

Behind the Masks – a hands-on program using Northwest Coast Indian masks, designed to help students develop their skills in understanding objects.

Orientation Walk – an orientation to the Museum of Anthropology's galleries and collections, through an overview of Northwest Coast Indian art and culture. This program is also offered in French.

Introduction to Archaeology – an introduction to prehistoric archaeology using the museum's archaelogy gallery, touchable artifacts and archaelogy laboratory.

Snake in the Grass Moving Theatre – a theatrical performance of clowning, mime and myth-telling, combining Northwest Coast Indian and other cultural themes.

Par terre et par mer – a French language hands–on program exploring Northwest Coast Indian fishing, weaving and woodworking technologies.

A school programs calendar is available in September of each year.

For further information contact: Margaret Stott, Curator of Ethnology, 6393 North West Marine Drive, Vancouver, B.C. V6T 1W5. Ph: 228–5087.

13.7. The Vancouver Museum Society, Vancouver

Education Programs

- *Indian Culture, Resource Centre*

The programs, which are operated by the School Programs Department of the Vancouver Museum, complement and enrich aspects of the school curriculum through hands-on learning experiences and analysis of museum objects. Guided programs are presented by trained museum volunteers.

Magic Forest: Grades—Kindergarten, Grade 1.

Students will be introduced to the myths, masks, and magic of Northwest Coast native culture. The people of the Northwest Coast depended on the cedar forest and the sea for their food, shelter, and clothing. The creatures of these realms were so highly respected they became the creative basis for the lengends, masks, totem poles, carved rattles, and woven baskets which the students will hear, see, and use. This highly participatory, dramatic program includes the telling of a raven and seagull myth, the trying-on of native animal masks, and the use of drums, rattles, button blankets, and other ceremonial objects.

Offered: Wednesdays 1:00 p.m. and Fridays 10:00 a.m. Duration: 45 minutes. Capacity: 1 class maximum 30 students.

Northwest Coast People: Cedar and Ceremony: Grade 4.

The versatility of the cedar tree and its importance to the native people of the Northwest Coast will be evident as students see and use bentwood boxes, baskets, rain hats, dance skirts, totem poles, dishes, masks, and rattles in the Museum's galleries and activity-oriented workshops. Cedar wood will be adzed and cedar bark will be beaten and shredded using native tools. The preparation of a salmon feast using a traditional cooking box will focus the students' attention on the importance of food gathering. Dramatic roleplaying during a Northwest Coast ceremony will emphasize the importance of the potlatch to the native people.

Offered: Tuesdays, Wednesdays, Thursdays 9:30 a.m. and 11:00 a.m. Duration: 75 minutes. Capacity: 1 class maximum 40 students.

Northwest Coast People: Stone Tool Culture: Grade 4.

Students will investigate the use of stone and bone in a variety of tools and decorative objects made by the native people of the Northwest Coast. This participatory program will focus on the identification of tools, the manufacturing techniques and skills used by the toolmakers, and the functions of objects, such as hand mauls, projectile points, harpoon heads, adze blades, and abraders. Students will grind slate knives, split cedar with a maul and wedge, and observe the skill needed to flake stone tools. They will participate in the excavation of a simulated archaeological site to discover a variety of stone artifacts.

Offered: Thursdays 9:30 a.m. and 11:00 a.m. Duration: 75 minutes. Capacity: 1 class maximum 40 students.

Inuit Traditions: Grades—Kindergarten through Seven.
Traditional Inuit life is be explored, including the Inuit's major sources of food and the tools they used to hunt the animals and to prepare them, the way the Inuit made and heated Igloos and prepared and maintained their clothing, the games that were played in order to improve skills necessary for survival in the Arctic, and the Inuit art forms (carvings, masks, stencils) which expressed their cultural heritage. Students participate in the program by playing with bone and fur toys, carving soapstone, trying on caribou

mitts and sealskin boots, making puppets which dramatize Inuit myth, as well as other activities.

Duration: 55 minutes. Capacity: 40 students.

Discover Northwest Coast Native Culture: Grades—Intermediate and Secondary.
Students use detailed worksheets to tour the three permanent galleries which display Northwest Coast Indian artifacts. This tour concentrates on the culture and technologies of the Northwest Coast Native people, including observation, comparison, illustration, and evaluation of their stone tools, their caring of totem poles and canoes, their fishing implements, cooking methods, basketry, clothing and ceremonial regalia.

Offered: September 13 to December 16 and January 3 to June 30. Duration: Flexible, allow approximately 20 minutes per gallery. Capacity: 40 students.

Unguided Discovery Tours: A discovery tour is an opportunity to experience museum exhibits at the students' own pace. Worksheets provide questions and sketching exercises about the objects on display in the galleries. ($1.00 per student)

The Vancouver Museumobile: The Vancouver Museumobile brings special artifacts from the Vancouver Museum's teaching collection to the schools on the lower mainland of British Columbia. Four museum interpreters present the programs in the school.

For further information contact: Donna Bryman, School Programs Coordinator, Vancouver Museum, 1100 Chestnut Street, Vancouver, B.C. V6J 3J9. Ph: 736-4431.

13.8. Royal British Columbia Musuem, Victoria

Education Programs

- *Indian Culture, Resource Centre, Art, Elementary*

The Museum offers the following Indian Education Programs based on their exhibits and collections. The programs complement the provincial Social Studies curriculum and are changed periodically. In 1983 the following were available:

Eagle and His Friends Grades 1, 2, 3. Eagle and His Friends, an animated legend about how fire was brought to the People, takes place in the Museum Big House. The students are introduced to Indian mythology through role playing and dramatization and are able to try on masks, button blankets and other ceremonial regalia.

People of the Kekuli Grades 4, 5, 6. The People of the Kekuli, the Interior Salish included many different peoples who spoke related languages. Though the languages were different, these people had similar methods of utilizing the environment. The children experience something of the life of the hunters of the plateau—wear clothing, use tools and implements, and visit a winter dwelling.

Ethnobotany Grades 5, 6, 7. Plants played a major role in the lives of the B.C.'s Native Peoples. Their economic importance arose from their use as food, raw materials and medicine. Students will learn the importance of plants in all aspects of Native culture.

Special programs conducted by museum staff can be arranged for out-of-town schools. Professional Day seminars or workshops, in-depth tours of special exhibits, lectures on special topics at schools or community museums may be arranged for teachers. To book programs and tours contact Jo Cruise, Tour Secretary. Ph: 387-1358.

For further information contact: Ms. Arlene Otke, Education Officer, B.C. Provincial Museum, Victoria, B.C. V8V 1X4. Ph: 387-2135.

13.9. Royal British Columbia Museum, Victoria

Native Indian Program Resources

- *Indian Culture, Resource Centre*

Permanent Exhibits:
- 12,000 Year Gap: archaeological highlights
- The First Peoples: in two parts—mezzanine, pre-contact traditional culture, lower level, post-contact
- Friends Gallery: argillite

Temporary Exhibits and Travelling Exhibits:
- check current year school brochure or media
- check with your community museum

Archaeology Division:
- for information call 387-6512
- handles specific enquiries on locations and collections which have been studied by staff

Ethnology Division:
- for information call 387-6514
- handles specific enquiries on staff research areas
- bibliography of Native Indian studies
- photographic collection (some 25,000 images) from which users must order by negative number, necessitating an appointment to view the card file.

Education and Extension Division:

- for information call 387-1358
- operates school programs; brochure sent out to all B.C. schools in September of each year
- handles general enquiries
- will set up "specials" to meet teachers' and students' needs on one month (or more please) notice
- will arrange teacher workshops for professional days on either/all general topics in anthropology, exhibit information, and how to use exhibits with your class (again, at least one month's notice please).

Our mandate is to collect, study and exhibit or interpret only within the province of British Columbia. We do not have resources or programs for the rest of Canada. Our response may be slow or limited because of lack of staff, time or other restraints.

For further information contact: Shirley Cuthbertson, Chief, Education and Extension Services, Parliament Buildings, Victoria, B.C. V8V 2X4. Ph: 387-6014.

APPENDICES

14.1. Appendix A

Home School Coordinator—General Description

For more than 10 years, Home School Coordinators (HSC's) have been a dynamic force for the improvement of Native Indian Education in British Columbia. Since the position was first created in Merritt School District in 1969, HSC's have acted as liaison and support agents in the Home-Student-School triad. In this role the HSC performs a broad range of functions which can be categorized as follows:

1. Liaison/resource person activities
2. Administrative activities
3. Student centered activities
4. Counselling activities
5. Infrastructural activities.

Liaison/Resource Person Activities:

Within this category the HSC generally performs informational, facilitative, organizational and advisory functions. In the informative role the HSC is usually required to meet regularly with School District administration and staff, Band Education Committees, funding agency representatives and organizations to disseminate information and/or evaluating the progress of individual students and programs. Frequently the HSC calls upon such meetings, particularly when the triad is strained or non-operative. The HSC may interpret in cases where language is a barrier to effective communication. In addition, it is common for the HSC to organize and facilitate social functions in order to strengthen the relationships.

Administrative Activities:

It is usually necessary for the HSC to perform some administrative duties. These duties may include secretarial functions, monitoring and disbursement of funds (usually in the form of student allowances and material purchases), correspondence, and compilation of program budgets, proposals and reports.

Student Centered Activities:

While it is recognized that the home-student-school relationship functions best as a cohesive unit, the most crucial intervention point is the student. The HSC must closely monitor and document the progress of each student so that diagnosis and intervention procedures will address individual difficulties effectively.

Although HSC's sometimes operate as study supervisors, teacher aides, and playground supervisors, more frequently their intervention deal with learning and/or personal difficulties. The HSC may counsel, tutor, and occasionally locate truant students and act as student advocates in legal proceedings.

Counselling:

HSC's usually find that a large proportion of their time is spent in counselling students, parents, and teachers. Frequently the problems relate to cultural disparities, personality conflicts and personal difficulties which can only be addressed on an individual basis. In this regard the HSC's play a vital role since they are the most readily available person to repair any schizm which may develop.

Infrastructural Activities:

Within any educational program there are tasks and circumstances which have a potential impact on the program. Tasks such as answering the phone, bus duty, emergency transportation, and other duties become the responsibility of the HSC.

Clearly, the role of the HSC is vital to the home-student-school relationship. Their activities provide a first-line defense against communication problems and misunderstandings and help to ensure that effective educational opportunities are readily accessible to Native Indian students.

Recent data from HSC's throughout B.C. provides a list of tasks most frequently performed by HSCs:

Tasks Most Frequently Performed by Home School Coordinators

These tasks are ranked in order of *decreasing* frequency.

Liaison School District, Students, Parents
Monitor Student Attendance and Progress
Maintain Student Files
Counsel students
Orientation for students and teachers
Counsel Families
Write Budget
Help students Understand Work
Home Visits
Referrals
Liaison
Attend Weekly Meetings
Parent Visits
Assist Parent-School Visits
Counsel Teachers
Curriculum Enrichment
Assist Course Selection
Make Month-end Reports
Sex Counselling
Collect Transcripts
Organize Adult Classes
Program development
Locate truants
Create/Maintain Nominal Lists
Curriculum Development
Interpret
Learning Assistance
Write proposals
Accompany students in court
Administer Student Allowance
Adult Tutoring
Answer Phones
Emergency Driving
Fill out forms
Organize Fund Raising
Playground Supervision
Alternate Program Screening
Supervise Alternate Classes
Bus Duty

14.2. Appendix B

Native Home/School Counsellors Association

The Native Home School Counsellors Association is an association of Native counsellors whose purpose is to enhance the quality of Native education in B.C. The association hopes to provide opportunities for professional development, establish a support network for its members, and develop professional standards of conduct. Membership is open to anyone working as a counsellor of Native students in the education system.

Current projects include the following:

1. a training program for home school counsellors is being piloted at Fraser Valley college
2. a directory of home school counsellors has recently been completed
3. guidelines are being made on a code of ethics

For further information contact: Rod Peters, B.C. Home School Coordinators Association, Box 650, Agassiz, B.C. VOM 1NO

15. KEYWORD INDEX

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